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ABSTRACT

Designed to assist teachers of students in grades 5-7 who wish to use the newspaper as a supplemental tool in law-related education, this guide provides model lessons demonstrating ways in which the daily newspaper can enhance textbook material. Although the guide is based on ongoing law-related education programs in the St. Louis Public Schools, it can easily be adapted to fit most law-related education courses. Articles included in the guide are intended as examples to illustrate the type of article that could be found in any daily newspaper; teachers will want to use current articles from local newspapers with each lesson. The first of two sections illustrates how different parts of the newspaper (e.g., news, features, comics, advertisements, business and finance, sports) can be used in teaching a variety of law-related concepts. Model lessons for each part of the newspaper are presented along with suggestions for developing lessons. Section II provides model lessons for educators in four law-related areas: lawmaking, consumer rights and responsibilities, juvenile problems and law, and the U.S. judicial system. Two model lessons on freedom of the press and a list of law-related textbooks and resources conclude the document. (LH)

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NEWSPAPERS AND LAW-RELATED EDUCATION

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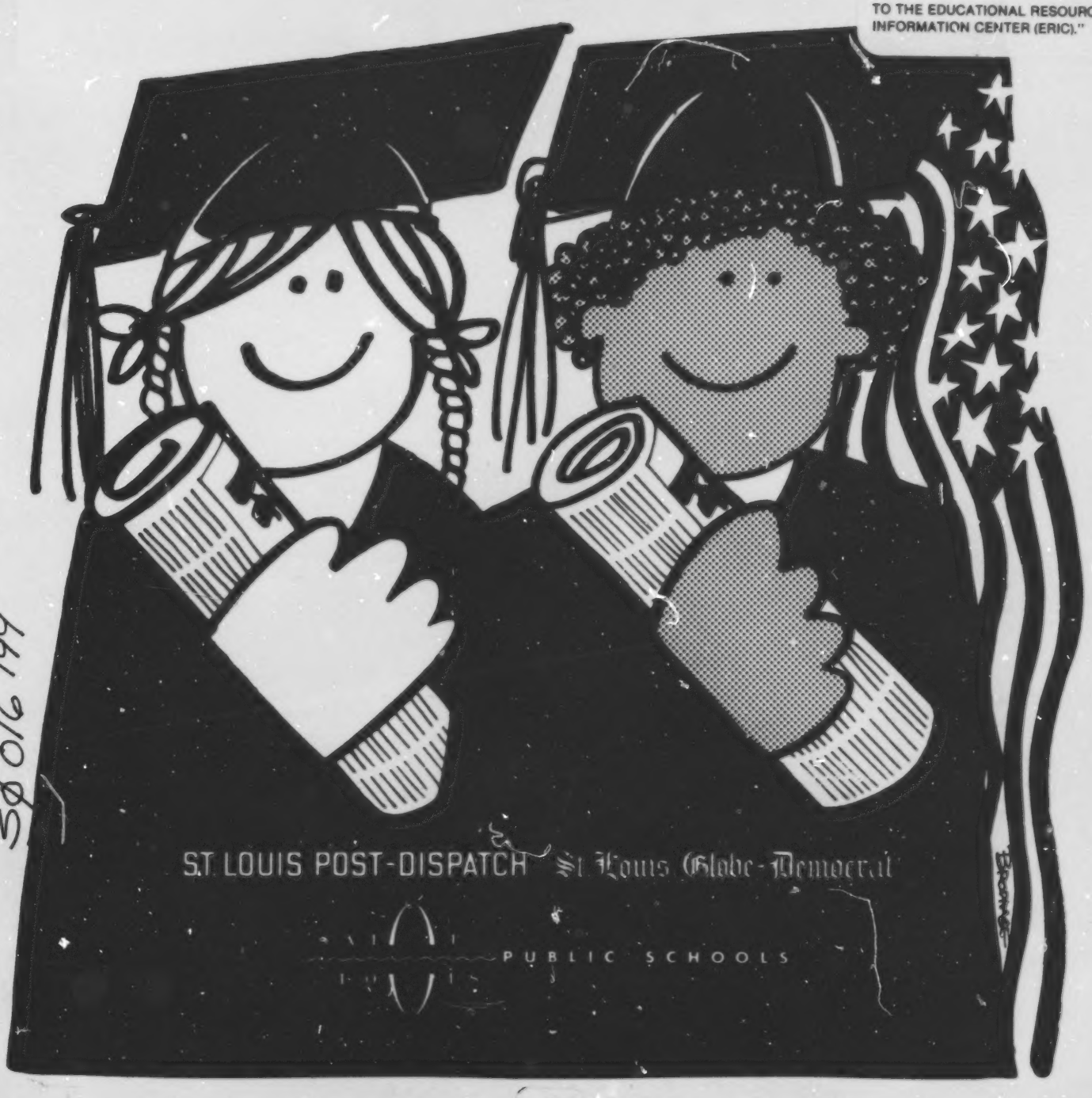

SP 016 199

NEWSPAPERS AND LAW-RELATED EDUCATION

Grades 5-9

by Sandra Diamond and Linda Riekes

ST. LOUIS POST-DISPATCH
An Independent Newspaper

St. Louis Globe-Democrat
An Independent Newspaper

SAINT LOUIS PUBLIC SCHOOLS

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PREFACE

The original impetus of putting the Law and Education Project of the St. Louis Public Schools and the Newspapers in Education Program of the St. Louis Post-Dispatch and the St. Louis Globe-Democrat together began with the American Bar Association's Committee on Youth Education for Citizenship and the American Newspaper Publishers Association. These two organizations asked for proposals to demonstrate the importance of a free press in a democratic society. Using this concept of a free press as a basis, we went a step further and decided to develop a proposal that would give teachers quidelines on other ways the newspaper can be used to teach not only free press issues, but other law-related issues as well.

With the approval of the project proposal by the St. Louis Board of Education, a unique cooperative effort was established between the newspaper industry and the field of education. The proposal for the project was submitted to the American Bar Association and the American Newspaper Publishers Association and was accepted.

The project involved twenty-six St. Louis Public School teachers representing the fifth through twelfth grades. Teacher in-service and curriculum development were major components of this pilot project. The teachers in their law-related education classes, integrated the newspaper and developed pilot lessons demonstrating how the newspaper could be used in various law-related areas. The final outcome of this pilot project was the development of the two guides: Newspapers and Law-Related Education (5-9) and Newspapers and Law-Related Education (10-12).

HOW TO USE THIS GUIDE

Newspapers and Law-Related Education is a guide designed to assist educators who wish to use the newspaper as a supplemental tool in law-related education. Two guides have been developed — one intended for grades five through nine and the other intended for grades ten through twelve.

These guides are based on the premise that important law-related concepts are being taught in the classroom and that newspaper activities can help to dramatize these concepts. Although the foundation for both guides is based on the ongoing law-related programs in the St. Louis Public Schools, both guides can easily be adapted to fit most law-related curriculums.

The purpose of these guides is to provide educators with model lessons demonstrating how law-related education learned in the texts can come "alive" by using the daily newspaper. Articles included in these guides are used to illustrate the type of article that could be found in any daily newspaper. They are meant to be examples. Teachers will want to use current articles from their daily newspaper with each lesson.

This guide is divided into two sections:

SECTION I — "Effective Use of Newspapers in Law-Related Education: Parts of the Newspaper" — illustrates how different parts of the newspaper, such as news, features, comics, advertisements, etc., can be used in teaching a variety of law-related concepts. Model lessons have been developed for each part of the newspaper and offer educators ideas on how to develop their own law-related lessons pertaining to different parts of the newspaper. Teachers are encouraged to use their newspaper daily, to use the ideas presented, and develop new ideas which incorporate current law-related information into their existing law-related curriculum.

SECTION II — "Effective Use of the Newspaper in Law-Related Education: Law-Related Areas" — provides model lessons to educators in four law-related fields: lawmaking, consumer rights and responsibilities, juvenile problems and law, and the United States judicial system. Teachers are encouraged to view these lessons as models to help them develop their own activities based on current articles in their daily newspapers.

As teachers use this guide, we urge them to:

1. Make sure the daily newspaper is an integral part of their law-related study and that the information they select to use has an appropriate relationship to what their class is studying.
2. Use a variety of teaching strategies. Utilizing ideas from the model lessons in this guide will greatly encourage students to use the daily newspaper as a regular part of their law-related studies.

In preparing this guide, two sets of materials have been used as representative samples showing how to incorporate the daily newspaper into a law-related program. These are: *Law in Action Series,* Second Edition, West Publishing Company, and *The Rights and Responsibilities of Citizenship in a Free Society,* a law-related curriculum guide and resource book available from The Missouri Bar and The Missouri Department of Elementary and Secondary Education. Both are excellent resource materials for any law-related program. In addition to these, there are many other fine law-related materials. A partial listing is included in the Additional Law-Related Texts and Resources section found in the back of this guide.

A variety of other law-related materials can be obtained by writing to The American Bar Association, Special Committee on Youth Education for Citizenship, 1155 East 60th Street, Chicago, IL 60637. Teachers may also contact Linda Riekes, Divisional Assistant, Law and Education Project, for materials and resource persons available to the St. Louis Public Schools. For materials and resource persons in St. Louis County, teachers may contact Susan Spiegel, Chairperson of the Young Lawyer's Section Law-Related Education Committee of the Bar Association of Metropolitan St. Louis, and Coordinator of Law-Related Education at the Center for the Study of Law in Education, Washington University. For additional materials and resource persons, teachers might contact The Missouri Bar, 326 Monroe, P. O. Box 119, Jefferson City, MO 65102.

INTRODUCTION:
THE IMPORTANCE OF NEWSPAPERS IN LAW-RELATED EDUCATION

Traditionally, newspapers have been used by teachers in many different ways. The most popular was to have students read an article and discuss it or use articles for bulletin board displays. Finding the newspaper an inexpensive and accessible teaching tool, teachers have incorporated the newspaper into their curriculum. Following are some of the ways educators now use the newspaper:

1. To update current textbooks
2. To localize information
3. To bring real-life situations into the classroom
4. To serve as a catalyst for discussion and action
5. To act as a focal point for research, study and action
6. To act as a resource for bulletin boards

Since law-related education is becoming an integral part of a student's education and since the newspaper is filled with law-related topics, the newspaper can and should be used by law-related educators. Law-related education personnel can use the newspaper as a learning tool to stimulate interest in researching more about the law, to teach students to critically analyze, to motivate students to compare, and to encourage students to learn practical information.

In discussing the use of the newspaper with several attorneys, it was discovered that while they support the use of the newspaper in the law-related education classroom, they are concerned about students basing their knowledge of recent Supreme Court cases solely on newspaper accounts. According to area attorneys, the best way the newspaper can be used in Supreme Court cases is as a catalyst for students discovering what the issues are in the cases. Attorneys can then be invited to classrooms to provide a more in-depth knowledge of the decision and the constitutional issues involved.

Following are some ways the newspaper can be used in a law-related classroom:

1. Law-related educators might find it helpful to provide students with the Post-Dispatch and Globe-Democrat for a week and have the students do a comparative study of police work, crime reporting, portrayal of court cases, juvenile delinquency, and freedom of the press as presented in the two newspapers. A comparison sheet with questions and points to look for could be developed.
2. Students may also compare how local and national television news presented a major law-related story, and then contrast this to the coverage given the story by the daily newspaper(s). A survey of what affects people's thinking on a television or newspaper issue could be another valuable lesson.

In addition to teaching law-related topics, the newspaper serves as a valuable tool to assist students in improving everyday reading skills. Students might be interested in conducting a survey to see how many people just read the headlines and the first paragraph and base their knowledge on this limited reading. Students should have a knowledge of how and why people read a newspaper. Students should understand if they don't like the way an event was portrayed, they should write a letter to the editor. Then they can assess, through action and research, what effect mail has on a newspaper. Students might also be encouraged to learn about the editorial page and how to analyze editorial cartoons.

The use of the daily newspaper can also lay the foundation for an investigation and understanding of free press issues. Newspapers can and do act as catalysts to motivate students to think critically about the role of a free press in

our society. Newspapers are excellent resources for many free press issues including free press/fair trial, confidentiality of sources by reporters, the role of a free press in a democratic society, and many others. Newspaper articles on these and other free press issues afford the teacher an opportunity to present the most current information on freedom of the press. Likewise, careful use of the newspaper allows students the opportunity to gather information, ask questions, and clarify their thoughts regarding First Amendment rights. Teachers will find free press issues presented in newspapers easy to adapt to classroom useage. What could be more exciting than to read an article about a trial and then debate whether printing this story interfered with the right of the accused to a fair trial.

The strength of a newspaper is that it stimulates a reading and thinking public — the cornerstone of a democratic society. Law-related education should utilize the newspaper to the fullest. It is the intent of the Newspapers and Law-Related Education Project to work toward this goal.

SECTION I:
PARTS OF THE NEWSPAPER

This section provides the teacher with information and model lesson plans which acquaint teachers with different parts of the newspaper. Specifically, ten areas of the newspaper are highlighted: news, editorials, features, advertisements, business and financial, consumer, sports, photojournalism, columnists, and comics. However, this does not exhaust all law-related information found in the newspaper.

Generally speaking, almost every section of a daily newspaper has information that can be used in conjunction with law-related education. Newspapers are excellent motivational tools and serve to localize information bringing real-life situations into the classroom. When beginning to use the daily newspaper as a resource, law-related educators will find it helpful to spend a few days acquainting students with the makeup of a newspaper as well as the general purpose and function of a newspaper. (Note: Bibliography: Newspaper in Education Publications published by the American Newspaper Publishers Association Foundation, is an excellent source for materials on parts of the newspaper. Likewise, legal dictionaries, such as Law Dictionary and Law Dictionary for Non-Lawyers, provide good definitions of legal terms.) Preliminary work in understanding the makeup of a daily newspaper will help teachers and students make effective use of law-related information found in the newspaper.

In addition, it is important to recognize that teachers can utilize a variety of teaching strategies when using the newspaper to teach law-related concepts. Some model lessons that follow have been developed to demonstrate just how strategies such as role play, debate, simulations, and discussions can be used with different sections of the newspaper. Teachers should view these model lessons as examples as they begin to develop their own lessons incorporating current law-related topics found in the daily newspaper.

By varying the technique, educators will find it easier to motivate students and enhance analytical and critical thinking skills.

A NEWS STORY IS WRITTEN

News stories are summaries of important events presented in an objective manner and are primarily concentrated in the first section of the newspaper. The opening paragraph of a news story, called the lead, gives most of the 5 W's (Who? What? When? Where? Why?). A news story is written in an "inverted pyramid" so that the most important information is presented first, and the least significant facts appear at the end. This method is helpful to both the readers and editors. Readers who are in a hurry can get the major ideas by skimming the top paragraphs. Editors who must fit a story into a limited space can trim it from the bottom without removing important facts. Although good reporters are careful not to write their opinions into their stories, total objectivity is impossible. Headlines capsulize the main point of each news story; since they are only short summaries they cannot be entirely complete. The news stories that appear on page one contain the news that the editors feel is of most importance to most people.

There are four types of news stories. These include: international, national, state, and local. It is with news stories that a teacher can promote the concept of free speech or free press and reinforce and bring alive such concepts as criminal law, juvenile law, consumer law, family law, housing law, individual rights law and environmental law, such as provided in the model lesson that follows. Law-related educators can utilize news stories to motivate and challenge students involved in law-related education.

The following model lesson is an example of how a news article can be utilized in developing a lesson in law-related education.

Lesson Title:

A News Story Comes Alive

Objectives:

After completing this lesson, the students will be able to:

1. Locate law-related issues appearing in news stories.
2. Define law-related terms appearing in a news story.
3. Compare the U.S. legal system to other countries based on information found in a news story.

Materials:

A daily newspaper
Law-related textbooks
Model lesson — "Russian Students Sentenced," St Louis Post-Dispatch, Tuesday, September 25, 1979.

Note: Students should review principles of the U.S. legal system in their law-related texts prior to beginning this lesson.

Procedure:

1. Students will find a news story that contains law-related information.
2. Students will read the article and underline any word(s) with which they are not familiar; make a list of these words and define them.
3. Have students summarize the article. (See model lesson for example.)
4. Have students make a chart showing the similarities and differences between the U.S. legal system and the foreign legal system. Discuss these similarities and differences.
5. Make a list of legal concepts important to Americans that may have been violated by the foreign legal system.

Russian Students Sentenced

MOSCOW (UPI) — Two university students have been sentenced to labor camps for malicious hooliganism because they shouted anti-Communist slogans in the Moscow subway, dissident sources say.

Sergei Yermolayev, 19, and Igor Polyakov, 24, were sentenced to four and 3½ years of labor respectively in "strengthened regime" camps, the sources said Monday.

There were no defense witnesses at the one-day trial, they said. The chief witness for the prosecution was a KGB (Soviet secret police) colonel riding on the same train.

He testified that the two shouted "Down with the Communist Party" and created a disturbance until they were arrested on Jan. 13, New Year's Eve by the pre-revolutionary Russian calendar.

IN AN "INVERTED PYRAMID"

	U.S.	Foreign
1.	Trial by jury	1. Trial by jury
2.	_____	2. _____
3.	_____	3. _____
4.	_____	4. _____

The editorial section including editorials, the public's viewpoint, editorial cartoons, and in-depth analysis of the news, usually deals with controversial, political, legal, economical, and social issues. Editorials are critical interpretations of significant events. The most common editorial is one that expresses an opinion of the newspaper's owners and managers. Editorials can also serve to clarify, entertain, or praise. The editorial section contains an editorial cartoon in which a cartoonist presents his or her ideas in picture form. Editorial cartoonists usually do not have to draw cartoons involving principles or causes in which they do not believe.

In addition, the editorial section contains editorial columns. These are signed articles of personal comment. Unlike editorials, these do not necessarily reflect the view of the paper's management. In fact, columnists who appear on the same editorial page often conflict. Their articles serve to give insight into controversial issues and to encourage readers to form their own judgments. Law-related educators should become very familiar with the editorial section of their newspaper(s). Unlike news stories which give a factual account of what happened, the editorial section usually offers opinions dealing with comparative legal systems, justice, democratic governments and principles, fair housing, free press, and many other law-related areas. This is an excellent section to use when stressing a particular law-related point or emphasizing the difference between fact and opinion.

The following model lessons give examples of how to incorporate the editorial section of a newspaper into a law-related curriculum.

Lesson Title:
Introduction to the Editorial Page

Objectives:

After completing this lesson, the students will be able to:

1. Distinguish between fact and opinion.
2. Discuss the makeup and purpose of the editorial page.
3. Discuss the relationship between the First Amendment and the Editorial Page.

Materials:

A daily newspaper—editorial section
Law-related textbooks

Procedure:

1. Have students turn to the editorial section of the newspaper.
2. Have students discuss the difference between fact and opinion.
3. Have students scan the editorial section and make a list of opinions found in this section.
4. Would you find these opinions in the general news section of the newspaper? Explain fully.
5. Why are so many different viewpoints presented in the editorial section?
6. What would happen if a person were punished for his/her editorial comments?
7. If you knew you would be punished for writing something in the newspaper would you still write? Why or why not?
8. What role does the First Amendment play in creating editorial policy?

Using a current school newspaper, have students create an editorial page for that paper. Students should include editorials, letters to the editor, an editorial cartoon, and any other information found in the editorial section of a daily newspaper. Teachers might check with journalism classes to see if this editorial page might be published in the school newspaper.

Lesson Title:
Analyzing the Newspaper Editorial Section

Objectives:
After completing this lesson, the students will be able to:
1. State the main idea of an editorial.
2. State the point of view of the editorial writer.
3. Formulate their own position on a controversial law-related issue.

Materials:
A daily newspaper — editorial section
Law-related textbooks

Procedure:
1. Have students scan the editorial page and select an editorial or letter to the editor that is law-related in content.
2. Have students read the editorial and/or letter and:
   a. Write down the main idea.
   b. Write the opinion of the writer that has been presented.
3. Next, have students write their own opinion on the topic and why they feel the way they do. (Students might be encouraged to take their editorial and try to write the opposite viewpoint. This would give students a chance to see the issue from both sides.)

Follow-up:
1. Have students draw an editorial cartoon to illustrate a selected editorial.
2. Have students set up an Editorial Review Board. The purpose of this board would be to review that day's editorials and make a report to the class as to:
   a. The law-related content of the editorials.
   b. Whether they agree or disagree with the editorials.
   c. Whether there is any law-related issue on which they recommend the class take action.
3. Have students select law-related editorials and/or letters to the editor and analyze them for their effectiveness.
4. Have students develop a law and/or rule that expresses the editorial writer's opinion. The class could then vote on the laws and/or rules.

Lesson Title:
Analyzing Editorial Cartoons

Objectives:
After completing this lesson, the students will be able to:
1. State the main idea of an editorial cartoon.
2. State the point of view of the editorial cartoonist.
3. Formulate their own position on a law-related controversial issue depicted in an editorial cartoon.

Materials:
A daily newspaper — editorial section
Model lesson — 'We Have To Balance The First Amendment Against Other Constitutional Rights', St. Louis Post-Dispatch, Sunday, July 8, 1979.

Procedure:
1. Have students find the editorial cartoon and spend a few minutes analyzing it.
2. Have students determine the main idea of this cartoon.
3. Is this cartoon law-related? Explain.
4. Using the model lesson provided as an example, teachers could develop the following type of questions for discussion of a law-related editorial cartoon.
   a. Who does the man standing represent?
   b. Who does the man in the scale represent?
   c. What does the scale symbolize?
   d. What is the newspaper's attitude toward the court? Toward the press?
   e. What is the main idea of this cartoon?
   f. Rewrite the caption.
   g. Why is Nixon's name brought into this cartoon?
   h. Do you agree or disagree with this cartoon? (Teachers can divide their classes into two sides and hold a debate.)

Follow-up:
1. Have students write an editorial to go along with this cartoon or the reverse of this cartoon.
2. Have students develop their own editorial cartoons concerning constitutional amendments and the courts.
3. Have students develop their own editorial cartoon on other current law-related issues found in the newspaper.
4. Teachers may wish to work with their school newspaper and submit some of these editorial cartoons for publication.

'We Have To Balance The First Amendment Against Other Constitutional Rights'

ST. LOUIS POST-DISPATCH Sun., July 8, 1979

A feature is a story in which the interest lies in some factor other than straight news value. A news story relies on the inverted pyramid form where all essential information is included high in the story, basically in the lead or first paragraph. The theory behind this is should the story have to be cut for space purposes the usual procedure would be to cut from the bottom. If all the essential material is high in the story, cutting it from the bottom will not do great harm to the story. The inverted pyramid form is not normally used for features, because the writer wants to attract the reader's attention and hold it to the end. Therefore, in a feature the reader would not find the 5 W's in the lead paragraph as he or she would in a straight news story.

Often a feature will be an elaboration of some specific point in a news story. For example, a news story might be written about a political candidate. A feature story may be used to highlight that political candidate's viewpoints, family life, or involvement in community activities. Other features are personality sketches or human interest stories. Not all feature stories are alike, but they do have similar characteristics. They try to appeal to the reader's emotions. In addition to feature stories, the feature section also includes book, music, film, drama, and art reviews, as well as fashion news, recipes, and advice columns.

Teachers involved in the teaching of law-related education should not overlook the features as a source of law-related information. Many times features include stories related to proposed new laws, prison reform, zoning laws, fair-housing issues, credit cards, comparative shopping information, pollution and controls, and tips on buying a home, to name a few. The following model lesson offers teachers ideas on how to use the feature section of a daily newspaper to enhance a law-related lesson or develop new law-related lessons.

Lesson Title:
Identifying Law-Related Information in the Features

Objectives:
After completing this lesson, the students will be able to:

1. Identify and state the purpose of a feature article.
2. Recognize and analyze common marketing techniques which influence consumers.
3. State at least four published tips for shopping wisely.
4. Identify specific strategies designed to protect the consumer.

Materials:
A daily newspaper — Everyday and/or Living section
Model lesson — "Store Design Part of Shopping Psychology," St. Louis Globe-Democrat, Wednesday, October 24, 1979, page 4C.

Procedure:
1. Have the students select a feature that contains law-related information. (See model lesson for example.)
2. Have students read the article and answer the following:
   a. Who is Karen Owens?
   b. Name four marketing practices used to entice the consumer to buy.
   c. Name the strategies that Ms. Owens suggests to help protect the consumer.
3. Have students divide into groups and brainstorm other techniques that are used to entice a consumer to buy and strategies that would protect the consumer. Have students put these into a chart entitled, "Supermarket Psychology."

Supermarket Psychology

Techniques to Get Consumer to Buy

Strategies to Protect the Consumer

4. Have students develop other charts such as one entitled, "Department Store Psychology." (Students might want to visit three or four department stores prior to this assignment.)
   a. Do all stores practice the same techniques to "get" consumers to buy? If not, how do the stores differ?
   b. Develop a marketing plan for each store with tips on how to get people to buy products in that store.

Have students develop a notebook entitled, Consumer Guidelines. Include in this notebook ideas on how to shop wisely at the department store and the supermarket. Also include laws and regulations that consumers should be aware of. Make copies of these and hold consumer information sessions where students inform other students and parents of their findings.

(NOTE: dollars/sense, consumer guide of the St. Louis Post-Dispatch would be an excellent resource for this lesson.)

Store design part of shopping psychology

By JOANNE WILL

The average consumer spends 15 to 20 minutes shopping in a large supermarket, selecting from among as many as 6,500 products and is subject to any number of marketing techniques to entice her to buy more, said Karen Owens, a registered dietitian, nutrition educator and consultant to the food industry.

If shoppers are aware of supermarket psychology, they can join the game rather than be victimized by it. And, Owens says, they might save themselves money by controlling impulse purchases.

Both food companies and retailers use techniques such as these:

— A product label is designed to catch the customer's attention. "Look at a box of Tide and see the big rings on the package — they draw you in," Owens said. When Pillsbury, a company Owens represents, introduced a snack food called Wheat Nuts, they chose a distinctive red label because most of the nut snacks the products would compete with have blue labels. Thus it would stand out on the shelves.

— Have you ever noticed music in a supermarket? "It's music to consume by ... it's recognizable, a little peppy, music to hum to," she said.

— The placement of foods can make a difference too. In most stores milk, a frequently purchased product, is at the back of the store, she said. To get there a shopper has to pass a lot of shelves.

— **RESEARCH HAS SHOWN** that if a shopper has to backtrack to pick up an item on her list, she is likely to buy one extra item, too. Some stores change the location of high selling products so the customer has to seek them out. In the California store where Owens shops, garlic spread is one product that is moved around. It might be with the seasonings, next to French bread, or near the pasta products.

Other examples of big sellers that could be moved about are marshmallows (they may be with the baking supplies, candies, snacks, or beverages) and mineral water (with milk or juices, soft drinks or liquor).

— The average shopper Owens refers to is a 5-foot-4-inch woman, and when a supermarket wants to move a product quickly, it is placed at the easiest level for that size woman to reach — Owens demonstrated by bringing her arms up to shoulder level in a standing position. The types of products that might be on shelves at that level are high priced items, store brands, or promotional items, she said, products the retailer wants to move in volume.

"It pays to stoop, look up and reach for a product," she added.

— Products that might appeal to small children are shelved so a child riding in the grocery cart can reach out of the cart and get their hands on them. At the cash register a customer also is tempted by such impulse items as magazines, gum for the kids, and a big bag of toothbrushes, or a similar last minute purchase.

— Tempting aromas coming from deli counters also attract customers. "All the senses are involved," she said. "If you're aware of the aromas, say to yourself 'that smells good, but ...'" On-premises bakeries are equally enticing.

WHEN OWENS WORKED for a West Coast supermarket, it looked like a bad year for turkey. Prices were up and the supermarket already was committed to an earlier purchase. To sell them Thanksgiving week, a turkey was roasted in each of the stores several days before the holiday. The postscript to the story is that all the turkeys were sold, even at the higher price.

Armed with this information, Owens offered her own game plan for shopping:

— Always shop with a list. Shopper studies have shown that a woman who goes to the store for three items without a list actually buys as many as 8 to 11 products. A man under the same circumstances buys as many as 20 items.

— Leave husband and kids at home.

— Don't shop when you're hungry. Again, studies have shown that can add $10 to a grocery bill.

— Enter the door, pick up the cart, and go up and down every single aisle to avoid backtracking and those impulse purchases.

— Mark approximate prices on shopping list and look at prices as you pick up products. This listing then can be referred to at the checkout counter. Also reach to the back of shelves or racks to see if there is older and less expensive stock. Also check price per ounce or per serving.

Owens noted that many packaging materials such as plastic handles, color inks, cardboard, and cellophane are oil-based and expensive. With products such as detergents she especially checks price per ounce.

Union-Democrat—Chicago Tribune

Advertisements, which account for over 70 percent of a newspaper's income, enable the consumer to make comparisons and intelligent choices when buying. In addition, advertisements give consumer information that is paid for by a person or company placing the ad. Ads tell where to buy consumer goods, giving prices, new products and services that are available. Often, ads enable a buyer to shop and compare without having to go to the store. Advertisements tend to be subjective and point out only the positive features of a product. Two major types of advertisements are display ads and classified/want ads. Display ads are large, frequently illustrated advertisements usually purchased by retail stores, manufacturers and service companies. Display ads help merchants attract customers and also provide the newspaper with a major source of financial support. Classified/want ads are small advertisements at low cost which often are placed by individuals. The law-related educator can utilize advertising sections to teach consumer law, the rights and responsibilities of consumers, as well as fair advertising practices. The following model lesson is one example of how to use newspaper ads in the law-related classroom.

Lesson Title:
Evaluating Newspaper Advertisements

Objectives:
After completing this lesson, the students will be able to:
1. State the purpose of a newspaper advertisement.
2. Evaluate newspaper advertisements for content and effectiveness.
3. Recognize the rights and responsibilities of being a consumer.

Materials:
Newspapers advertisements — Law-related texts which identify different laws dealing with the legal aspects of advertising.

Procedure:
1. Have each student find an advertisement in the daily newspaper representing each of the following categories:
   - Lending Institutions
   - Appliances
   - Used Cars
   - Food and Groceries
   - Furniture and Bedding
   - Home Improvement
   - TV-Radio
2. Divide students into groups and have each group discuss the following:
   a. What words in each ad helped attract you to that advertisement? Why do you think advertisers use these types of words?
   b. What would happen to the effectiveness of the ad if the above words were deleted?
   c. Explain how advertisements help consumers shop and compare.
   d. How would the consumer be affected if there weren't any advertisements?
   e. How would the daily newspaper be affected if there weren't any advertisements?
   f. What type(s) of consumer complaints might be made in each category?
   g. Is there anything in your ad that a consumer might complain about? Explain fully.

ANNIVERSARY SALE

Home values here! Warm sleeping needs, low priced towels and draperies.

1. Students might make a list of ten consumer products that are advertised frequently. Compare the ten products and decide which medium (newspaper, TV or radio) helps the consumer to shop and compare.
2. There are some places that students might contact to complain about ads. One place is the newspaper itself. Students might write the newspaper's advertising or marketing director. Another possibility is for the students to write the company whose ad is in question.

(NOTE):
Parts of this activity were reprinted from the Practical Life Skill Activity Cards, St. Louis Post-Dispatch, 1978, page 66.)

Most newspapers develop their own name for this section. When referring to the St. Louis Post-Dispatch, financial and business news is found in a section entitled, Business and the Economy. In the St. Louis Globe-Democrat one would turn to the Business and Financial heading when locating business and financial news. This section traditionally prints information that reflects national, state, and local business information and trends. It deals with money — who is making it, losing it, or breaking even. It tells who is going into business, going out of business, or expanding. The business and financial section provides information on the stock market, which is helpful not only to business people but also to the millions of Americans who own shares in corporations. In addition, this section also contains news about the economy that affects everyone.

Many times this section will contain information relating to law-related education especially in the area of consumer law and housing law. Articles dealing with credit, collection practices, debt reorganization and bankruptcy, and items having to do with home buying frequently appear in this section. Law-related educators can utilize the business and financial section in a variety of ways. They could use these articles as springboards for class discussions, use this section as a reference for such topics as contracts, installment buying, discounts, or consumer practices, or get students to use this information as the basis for some type of community action project. For example students might use information found on credit practices to conduct a survey of students, parents, and businesses. From this survey guidelines might be developed to help people with credit management. Following is a model lesson that shows how the business and financial section can be used effectively in a law-related classroom.

Lesson Title:

Using Newspapers to Analyze Consumer Issues in the Business and Financial Section

Objectives:

After completing this lesson, the students will be able to:

1. Identity and state the purpose of the business and financial section.
2. Use the business and financial section of a daily newspaper to investigate consumer issues, such as credit.
3. Define law-related terms appearing in a business article.
4. Analyze consumer issues affecting credit practices.

Materials:
A daily newspaper — business and financial section
Model lesson — "New Curbs Squeeze Creditors and Customers," St. Louis Post-Dispatch, Tuesday, April 8, 1980, page 8A.

Procedure:
1. Have students look through the business and financial section for law-related information and terms.
2. Select a particular article for evaluation. (See the model lesson Post-Dispatch article.)
3. Have students read the article and underline any word(s) they are not familiar with; make a list of these words and define them. (NOTE: Words can be kept in a Law and the Newspaper vocabulary notebook.)
4. Summarize the article. What is the main idea?
5. Divide the class into the following roles to prepare questions for a press conference:
   a. consumers
   b. creditors
   c. retailers
   d. Federal Reserve Board members
   e. government officials
   f. members of the press
6. The following points should be emphasized during the press conference:
   a. What effect did this action have on the consumer?
   b. What effect does this action have on the creditor?
   c. What effect does this action have on the retailer?
   d. What are the legal implications of this action?
7. After role playing the issues brought out in this article, have the students use the information to write their own news article on how the stated action will affect the local economy.

Follow-up:
1. Have students interview or invite to class credit managers of four leading department stores to discuss recent trends in the economy.
2. Have students conduct a survey to see what effect a particular news article has on the public.
3. Have students conduct research to see how credit laws in this state compare to the credit laws in other states.

(NOTE: Students should be encouraged to write to the Federal Reserve Bank of St. Louis, 411 Locust, St. Louis, MO 63102 for materials on credit.)

business & the economy

8A Tues., April 8, 1980
ST LOUIS POST-DISPATCH

New Curbs Squeeze Creditors And Customers

By Dale Singer
Of the Post-Dispatch Staff

Creditors trying to comply with the latest Carter administration restrictions are walking a fine line between supplying service to their customers and guaranteeing a good return on their money.

No retailers report turning customers away at the cash register if they want to buy something that will put them over their established credit limit. "Where a customer is creditworthy, we'll extend the credit," says William H. Fischer, chairman of the board at Famous-Barr. "That's been our policy, and there's no change in that."

But one creditor, Mercantile Trust Co., which has MasterCard (formerly Master Charge) and Visa accounts, has frozen credit lines at March 31 levels and will allow customers to charge only up to their limits. A spokesman said that if a merchant finds a customer's purchase would put him over the credit limit, only the amount within the limit may be put on the account.

Other creditors are a little more flexible, but, as a spokesman for First National Bank in St. Louis explained, the rules are being tightened up a bit.

"It's embarrassing for a customer to have to return some merchandise," said a spokesman for First National, "but the margin of overage which is allowed has shrunk, in conjunction with the president's request."

President Jimmy Carter and the Federal Reserve Board issued their initial guidelines March 14, and the Fed made some modifications last week to protect consumers from sudden changes in repayment terms for credit accounts.

The board said credit card holders must receive 30 days notice of any tightening in terms for repayment. Such measures may involve additional fees, increased minimum monthly payments or a shorter time in which a bill may be paid in full with no finance charge.

The Fed also ruled consumers must be allowed to repay their existing balances under old repayment terms — if they stop using their credit cards.

If shoppers continue using their cards, the Fed said, they have "implicitly" accepted new terms for repayment, and the new terms will apply both to existing and new balances.

Related Story On Page 10

The rulings are retroactive to March 14, so any creditor who notified card holders of new terms after that time must change the terms and send out new notices if the new terms do not comply with the latest policy.

The rules apply to any credit cards with no fixed date for final repayment, including cards issued by banks, retailers and oil companies.

In its original ruling, the Federal Reserve had required credit card issuers to deposit 15 percent of any expansion of credit into Federal Reserve accounts bearing no interest. The move is expected to result in increased costs for the lender, forcing restrictions on credit and higher costs to the consumer.

But [illegible] Famous-Barr vice president and general credit manager for Peck, Baer & Fisher in St. Louis, said retailers complained about the Fed's use of March 14 as the base date to compute the new credit allowances.

"This date traditionally is the lowest day of the year for our receivables," he said. "It's after nearly all the Christmas purchases are paid off."

The Fed apparently heeded the complaints, because last week's changes included a complex formula for expanding credit from what would have been allowed under the March 14 base. The change should help businesses which have seasonal changes.

But customers don't have to worry about the complexities, Fischer at Famous-Barr said. "Any customer calling to ask about changes is told just to 'go on the way you have been. If there's any change, we'll give you plenty of notice, and if there's any problem, we'll work it out together."

Fischer, Paustas and other retailers said they had been taking a wait-and-see attitude since the March 14 announcements. Few if any changes had been made as a direct result of the latest Carter plan.

Famous-Barr recently announced increased finance charges on outstanding balances of more than $500, but Fischer said that policy decision was made before March 14.

Missouri law, which changed last year, allows retailers to charge 1½ percent a month — or 18 percent a year — for outstanding balances up to $500 and 1 percent a month — 12 percent a year — for balances of more than $500.

Paustas increased its rates to the maximum, and Paustas said Stix customers in Missouri now would receive notices of a similar increase to take place in June. Boyd's also is expected to hike its rate in coming months.

The increase would raise the rate on balances of more than $500 from an old rate of ¾ percent a month, or an annual rate of 9 percent a year.

Banks such as Boatmen's, First National and Mercantile raised their interest rates on outstanding Visa and MasterCard balances earlier this year — Boatmen's and Mercantile to 22 percent a year and First National to 21 percent.

Nationwide retailers such as Sears, Roebuck & Co. and J.C. Penney Co. have announced various changes in their policies in response to the Carter program.

Local retailers said they have not discouraged credit business because of the Carter plan. Paustas said the restrictions should have a greater effect on businesses which profit from credit charges than on those which offer credit as a service to help sell merchandise.

"Most consumers whose money is made from sales, not from the extension of credit, won't dissuade customers in any manner," Paustas said.

The spokesman for First National pointed out that someone who makes many small purchases likely will be able to go over the limit without being noticed. But when that happens, the bank will let the customer know right away.

"In the past the fact they have gone over would not have come out until they got their statement," the spokesman said. "Now we won't wait until the end of the month. They'll get a notice that they're over the credit limit and to please make payments right away."

"Things just aren't as flexible as they used to be. It's hard to know where to draw the line. You don't want to be too tough, but you have to be tough enough. I think that's what a lot of people are struggling with right now."

THE DAILY NEWSPAPER IS AN EXCELLENT

Because of the unique relationship between advertisers and newspapers, a special effort is made to appeal to the interests of all consumers. Articles, features, ads, and special sections are aimed at informing the consumer of current consumer products, research, and general consumer information. Every Tuesday in the St. Louis Post-Dispatch there is a consumer guide entitled, dollars/sense. This popular tabloid provides practical consumer information on various consumer topics and is an excellent resource in the area of consumer law.

(NOTE: A guide on the type of information that can be found in dollars/sense follows.)

A teacher involved in the teaching of consumer law would find the newspaper a valuable tool in presenting many issues related to consumer law. Ads can be used to discuss such deceptive sales practices as bait and switch. Articles such as "New Limit on Liability," St. Louis Post-Dispatch, Tuesday, November 13, 1979 can be used to inform, as a foundation for class discussion, to introduce new terms, or as background information for community action. Consumer information in a newspaper brings to life what students learn in a textbook and allows them an opportunity to apply what they have learned.

The model lesson that follows takes a consumer law issue, such as liability, and shows how a lesson can be developed on this consumer law-related topic.

Lesson Title:

Understanding Consumer Law through the Newspaper

Objectives:

After completing this lesson, the students will be able to:

1. Use the daily newspaper as a source of information about consumer law.
2. Use the newspaper to analyze and interpret trends in consumer law.

Materials:

A daily newspaper — consumer information or section
Model lesson — "New Limit on Liability", St. Louis Post-Dispatch, Tuesday, November 13, 1979.
Law-related textbooks

Procedure:

1. Have students scan the newspaper for consumer law-related information and terms.
2. Have students select a particular consumer law-related article, ad, or series of articles for evaluation. (See the model lesson for example.)
3. Ask students to read the article.
4. After reading the article, have students make a list of all consumer vocabulary terms and define them. (Students could keep the terms in a Law and the Newspaper notebook.)
5. Using the model lesson as an example, have students complete the following:
   a. What is the new law regarding

A GUIDE TO DOLLARS/SENSE

"Dollars/sense" appears every Tuesday in the St. Louis Post-Dispatch. This extremely popular tabloid provides practical consumer information and advice on a variety of consumer topics and is an excellent resource for teachers. The guide that follows will help acquaint educators with some of the popular features found every week in dollars/sense.

HELP YOURSELF
This column is based on readers' questions and answers about hard to find items and services. If one wanted to find out how to remove decals from the bathtub, this column would help provide an answer.

CONSUMER-RELATED ARTICLE
Each week dollars/sense contains a timely article covering an important consumer topic such as budgeting, buying, bankruptcy, etc.

HAND AROUND THE HOUSE
This popular dollars/sense feature gives answers to consumer questions having to do with home repair or home improvement topics.

STAYING AHEAD
Each week dollars/sense features an article dealing with current economic issues such as money management, student aid for adults, or updated information on consumer protection rules. The consumer who wants to keep ahead economically will find this feature very beneficial.

FROM CONSUMER REPORTS
"From Consumer Reports" is an excellent source of current consumer information that has been made available by the editors of *Consumer Reports* magazine. Also featured is a question and answer section. This section allows consumers an opportunity to ask questions about everyday consumer issues such as drug labeling, the best paint buys, or what to do if their car has been recalled.

CENTER FOLD STORY
Written by Post-Dispatch staff, the center fold story highlights a specific consumer topic such as the pitfalls of remodeling, home gardening, and comparison shopping to name a few. Frequently, this section of dollars/sense gives consumers a list of references explaining where they might write or call for additional consumer-related information.

SOURCE OF CONSUMER INFORMATION

credit card liability?
b. How does the new law compare to the old law?
c. Which law, the old or the new, gives the consumer greater legal protection? Explain fully.
d. Should credit card companies distribute more than one card to each customer? Explain fully.

Have students find other newspaper articles dealing with consumer law. Using a law-related text as a guide, have students classify which aspect of consumer law the article pertains to. (For example articles might be found dealing with door-to-door sales, collection practices, or bankruptcy.) Students would classify these and write a short statement explaining the law, and why we have such a law.

New Limit On Liability

WASHINGTON (UPI) — A new interpretation of the law covering credit card liability provides added protection for consumers when unauthorized use occurs.

The Federal Trade Commission has ruled that the liability limit of up to $50 applies in cases where charges were run up by a card user whose privileges had been revoked by the cardholder.

The new rule protects card holders from unauthorized charges made by a son or a daughter, a spouse, a former employee or anyone else whose privileges the cardholder has withdrawn because of a fight, a divorce or other problem.

Companies that issue credit cards often provide up to four extra cards for a customer to share with anyone he or she chooses.

The Truth-in-Lending Act limits liability to $50 for unauthorized use, even if the cardholder fails to notify the company that the card is lost or in the hands of someone who does not have permission to use it.

A cardholder who notifies the company before unauthorized charges are made has no liability at all.

The liability limit has always been clear in cases where credit cards were lost or stolen. But until now it has not been clear if the same limit applied to charges by persons whose authorization had been canceled.

The case that led to clarification involved Shell Oil Co., the United States' largest gasoline retailer.

The FTC accused Shell of violating the law by telling its credit card holders they had to pay bills run up by previously authorized persons, even though the customer had already informed the company that the use was unauthorized.

A spokesman for the FTC said the oil company was telling its customers they would continue to be liable for charges until they retrieved the card from the unauthorized user and returned it to Shell.

Reprinted from
ST. LOUIS POST-DISPATCH

Tues., Nov. 13, 1979 (Dollars/Sense)

Lesson Title:
Sport Contracts and the Newspaper

Objectives:
After completing this lesson, the students will be able to:
1. Identify and state the purpose of the sports section.
2. Define the term, "contract."
3. State the responsibilities involved in signing a contract.

Materials:
A daily newspaper — sports section.
Model lesson — "Hernandez Satisfied by $3.8 Million Pact," St. Louis Globe-Democrat, Thursday, February 7, 1980, page 1C.

Procedure:
1. Have students read the model lesson St. Louis Globe-Democrat article.
2. Have students complete the discussion questions.
3. Discuss worksheet questions with the entire class.
4. Ask class; why is it important to understand a contract before you sign it?

Discussion Questions:
1. What agreement did Keith Hernandez enter into?
2. List the details of that agreement.
3. Why is it important that Keith Hernandez should keep his promise?
4. Why is it important that the baseball Cardinals should keep their promise?
5. What would happen if Keith Hernandez broke his promise to the Cardinals?
6. What would happen if the Cardinals broke their promise to Keith Hernandez?
7. Have you ever made an agreement with someone. Explain.
8. Did you keep your side of the agreement? Why? Why not?

The sports section captures student interest and provides a fertile field for law-related education. Sports writers go beyond the details of athletic events, often concentrating on the story behind the score. In doing so, sports writers provide timely information on the meaning of contracts, sex-discrimination issues, and labor-management relations. Sports stories can be used in a wide range of learning activities, including debate, discussion, role-playing, and research.
In the model lesson that follows, a sports story served as the basis for a class discussion on contracts and is a good example of how a sports story can be used in a law-related class.

Extensions:
1. Students could role-play situations involving agreements.
2. Students could write different labor unions and get copies of contracts.
3. Students could invite a department store manager or lawyer to come into class and discuss sample contracts.
4. Students could find, identify, and discuss additional law-related issues found in the sports section of their daily newspaper.

Hernandez Satisfied by $3.8 Million Pact

By JOE CASTELLANO
Globe-Democrat Sportswriter

It was the first question. It is always the first question. How much, Keith? What we want to know is how much?

"I won't reveal any figures," said Keith Hernandez, who greeted a gathering of local news media just moments after signing a five-year contract with the baseball Cardinals Wednesday.

"I will say that I am totally happy with the contract," Hernandez said. "I want to stay here and this pretty much does it."

Does the contract make him the highest-paid Cardinal in history? John Claiborne, Cardinal general manager, can you help us?

"We aren't going to get involved in that," said Claiborne.

SO ABANDONED, WE are left to quench our curiosity by other means. And one informed source told The Globe-Democrat that the contract is a five-year deal for $3.8 million, making Hernandez the highest-paid Cardinal ever.

As corroboration, one is reduced to estimates. And Keith Hernandez is, after all, the National League's co-most valuable player. Keith Hernandez is, after all, the National League batting champion. Keith Hernandez is, after all, the National League's Gold Glove first baseman.

Other major league players of similar stature reportedly have received upwards of $600,000 a year. By estimates, of course. In 1978 Ted Simmons signed a five-year contract with the Cardinals for a reported $800,000-plus per year. By all the best estimates.

"I'm not concerned with being on par with other players financially," Hernandez said. "Being on a level with your peers, performance-wise, is what's important to me."

PRESSED ON THE point, Hernandez said, "I am one hundred percent totally happy. The Cardinals made a serious effort to sign me, and I realized that from Day One. I was a little concerned about what might happen, but they made an honest effort. I feel appreciated."

If a man has been made "one hundred percent totally happy" by a contract, it might be assumed that such a contract compares favorably with those of that man's peers. Reportedly, Hernandez and agent Jack Childers had requested $800,000 per season and the Cardinals had offered $600,000.

Hernandez did allow that the contract was for five seasons and that included was a provision for him to veto a trade to six teams. "I wouldn't want to go to a team that was going to lose 90 to 100 games in a year," Hernandez said. "That's no fun."

He had requested a blanket no-trade clause, but Claiborne balked. "I'm pretty adamant on not painting yourself into a corner with a no-trade," Claiborne said. "I don't know what the situation will be three or four years down the road."

HOWEVER, BOTH GENERAL manager and first baseman expressed the hope that down the road would find Hernandez and the Cardinals still quite pleased with each other's company.

"The bottom line is I wanted to stay in St. Louis," said Hernandez, who batted .344 in 1979, his fourth full season in the major leagues. "With a five-year contract I'm giving up three years (of potential free agency status as a six-year player), but that doesn't bother me in the least. I'll be here for five years unless he wants to trade me."

At that, Hernandez brandished a broad smile. The smile of a contented man.

"I'm just glad this is all over with," he said. "Now I can get prepared for spring training."

ON THE SUBJECT OF contentment, Hernandez and Claiborne addressed a particular sore point among baseball fans. That is, does a player under a long-term contract have his competitive edge dulled by the security of it all?

"Any athlete takes pride in his performance," Hernandez said. "The money is secondary. I can't speak for players on other teams because I don't see them every day. But for the players I've played with, I can honestly say the answer is no."

Claiborne requested the floor to respond to the question.

"I have had experience with three clubs dealing in long-term contracts," said Claiborne, who negotiated contracts for the Oakland A's and Boston Red Sox before joining the Cardinal front office. "I've had some 32 multi-year contracts over the last five years and in only one case has the long-term hurt that player.

"On the contrary, the guys go out relaxed and play better because the contract is signed."

CLAIBORNE, TOO, CAN open a button or two now, for the signing of Hernandez is a boon to the Cardinals' public relations.

"I think it's very important," he said. "The people in St. Louis can see the Cardinals are very serious in keeping the people we have. The credibility of the organization is at stake."

The signing of Hernandez left 11 players on the Cardinals' 38-man winter roster without agreements, the most signficant being shortstop Garry Templeton. With Sunday's deadline approaching, only Templeton and pitchers Silvio Martinez and Will McEnaney are eligible to request contract arbitration. Pitcher John Fulgham also is unsigned.

A negotiating strategist might point out that the signing of Hernandez will take some of the steam out of Templeton's holdout.

"I'm not smart enough to organize in what order we signed everybody," Claiborne said. "It was in my plans to get Keith locked up. (Before signing him) we had him for two more years and we have Garry for three years (before he becomes a six-year player). I'd sure like to keep that shortstop around."

CLAIBORNE MET WITH Templeton's agent, Richie Bry of St. Louis, after Hernandez' press conference Wednesday.

Claiborne said he would continue to seek a left-handed pitcher, "bullpen as opposed to a starter," but that he was not too optimistic. "I am not hopeful, as of today, of acquiring a left-handed pitcher," he said. An inter-league trading period will be held Feb. 15 to March 15.

Claiborne discussed two Cardinal left-handers, Bob Sykes and Buddy Schultz, who missed much of the 1979 season because of injuries: "Sykes is 100 percent. I've been in contact with Schultz in the last 10 days and he is throwing in Scottsdale (Ariz.). If he is healthy, he can be our left-handed stopper in the bullpen."

Claiborne also said the Cardinals are trying to strike an agreement by which Lou Brock would work with the team. "We want him," Claiborne said. "In some way he'll be with the Cardinals. Right now we're working some things out."

Keith Hernandez and general manager John Claiborne at Wednesday's press conference announcing the signing of Keith.
— Globe-Democrat Photo by Ken Winn.

Newspaper photographs provide an excellent opportunity for law-related education. The photojournalist captures the drama of the moment and shows the human side of law-related problems. From pictures of youths working with police officers or of protesters voicing their frustrations with our legal system, to photographs illustrating consumer fraud or social problems in need of legal solutions — the choices are endless for teaching in virtually every law-related area. Photographs are helpful tools for drawing students into a discussion or motivating them to do further research in a law-related area. They are well-suited for meeting the individual needs of a variety of pupils, from the non-reader to the most sophisticated student.

Following are some model lessons demonstrating how newspaper photos can be used in a law-related classroom.

Lesson Title:

Newspaper Photos and Law-Related Education

Objectives:

After completing this lesson, the students will be able to:

1. Identify and state the main idea of a law-related newspaper photo.
2. Identify and state potential law-related concepts highlighted in newspaper photos.
3. Evaluate law-related issues seen in newspaper photos.

Materials:

A daily newspaper—photographs

Model lesson—St. Louis Post-Dispatch photos.

Procedure:

Photo #1— "Moment of Grief"

Unable to contain their grief, Lorraine Grandberry, an aunt to one of the murder victims, and Barb Taylor, sister to same subject, leave the police to their work at the scene of a double homocide at 451 Manitou in Rock Hill. The body of one of the victims—apparently the relative of these two women—is covered on the lawn in the background where he was found after someone broke into the house and shot both in the head.

1. What is the main idea of this picture?
2. Ask students if the newspaper had the right to print this picture? Explain fully.
3. If you were a newspaper editor, would you have allowed this picture to appear in the paper? Why or why not?
4. List the possible effects this criminal act had on others.

Person	Possible Effect(s)
Aunt of Victim	
Sister of Victim	

5. Debate the following: Should the alleged criminal not only be held responsible for the crime, but also for its effect on others?
6. How do you think these people fee having their pictures appear in the newspaper?
7. Should there be a law preventing newspapers from publishing pictures? Why or why not?
8. Who should repay the victim and/or the victim's family?
9. Ask students if newspaper photos should have related articles? Why or why not?

Photo #2

Burglary suspect Michael R. Stefinec is placed in a police car after his capture.

1. Have students develop 5 W questions for this photo:
   a. Who is this man?
   b. What happened to this man?

c. Where is this taking place?
d. Why is this man wearing handcuffs?
e. When did this situation occur?

(NOTE: This picture may elicit responses about police brutality. Ask the students if police brutality is possible and what would happen if this actually happened. Have students discuss what laws protect people against police brutality. As a follow-up, students may wish to write additional laws and discuss them.)

2. Make a list showing what rights this man has.
3. Assuming that this man is being taken to the police station, write an account of what will happen to this man once he reaches the police station.

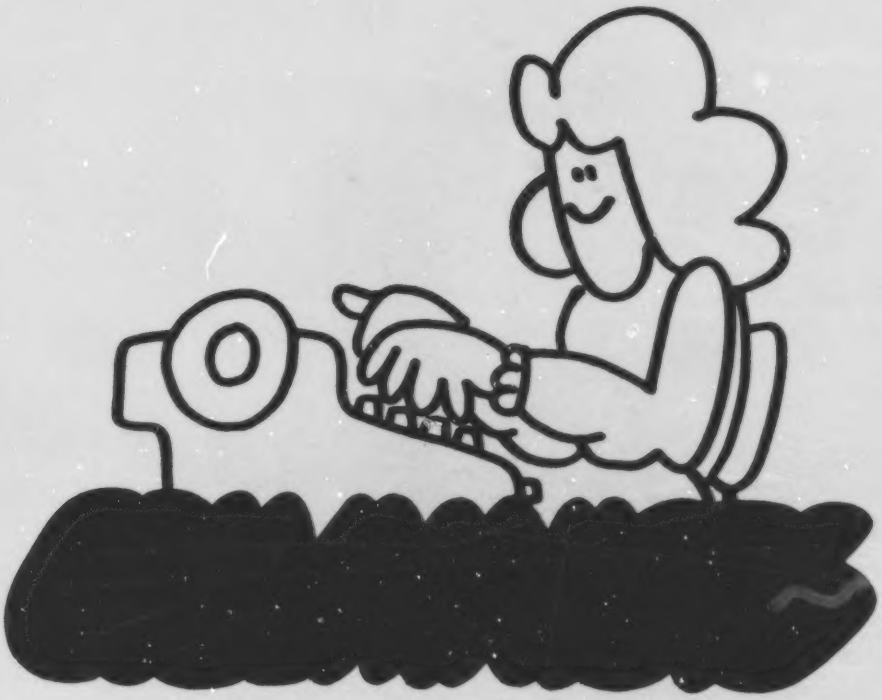
Photo #3 — "Condemned"

1. Why has the danger sign been placed on this building?
2. Role play — Have students assume the following roles:
   a. Tenant of apartment
   b. Landlord of apartment complex
   c. City building inspectors
   d. City Alderman
   e. Firefighters

   Discuss the following:
   a. What responsbilities does the landlord have to his/her tenants?
   b. What rights and responsibilities does the tenant of this apartment have?
   c. What is the responsibility of the city building inspectors?
   d. What role does the Federal Government have in this situation? State Government? Local Government?
3. Could this situation have been prevented? Explain fully.
4. Have students divide into groups and create a plan that may have helped or could help prevent this situation from occurring.
5. Compare student comments to the actual newspaper account.
6. How can publishing a picture help to improve a situation?
7. In what way(s) does a photo have influence like an editorial?

COMDEMNED: A collapsed wall of an apartment at 4232 West Belle Place. City Building inspectors have condemned part of the building. (Post-Dispatch photo)

Have students go through their community and take pictures of what they feel are problems or potential problems, i.e., uncollected trash, abandoned car, etc.
Students could then bring the developed picture to class for discussion. The class could offer ways to deal with the problem(s).
Students might also offer the pictures to the school newspaper for publication and ask students to write in ways to deal with the problem(s) as presented in the photo.



Columnists write signed articles of personal comment. Their views do not necessarily correspond to those of the newspaper's management. In fact, columnists who appear on the same editorial page often conflict. Their articles serve to give insight into critical issues and, hopefully, to encourage readers to form their own independent judgments. Since columnists deal with the controversial, they provide excellent opportunities for developing decision-making skills and encouraging a high degree of student involvement. Debates and role-playing activities are particularly suited to addressing law-related issues raised by columnists who deal with varied topics ranging from individual rights and fair housing to family law and the rights of the accused.

Lesson Title:

Developing Critical Thinking Skills with Newspaper Columns

Objectives:

After completing this lesson, the students will be able to:

1. Identify and state the purpose of a newspaper columnist.
2. Make a decision based on problem-identification, data collection, and analysis of alternatives.
3. State and analyze the options available to the court in child custody cases.

Materials:

A daily newspaper

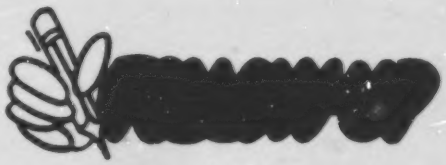
Model lesson—"Dear Abby" column, St. Louis Globe-Democrat Tuesday, May 27, 1980.

Procedure:

1. Have students look through the newspaper and find a column dealing with law-related information.
2. Have students read the column. (See model lesson for example.)
3. After students have read the column, divide the class into groups and have each group determine the best custody situation for the illegitimate child in question, assuming all parties involved are healthy, morally fit, and competent. Groups are encouraged to make their decision according to the decision making procedure listed below:

Decision Making Procedure
a) Identify the Problem: (Who Should Get Custody of the Child?)
b) Collect Data on the Problem: (This step could involve newspaper research, as well as consulting resource persons including lawyers, adoption agencies, and social-welfare agencies.)
c) Examine the alternatives and consequences
d) Identify the values in conflict
e) Make a decision
f) Act on the decision

4. Each group should formulate a position on the custody situation and present this position to the class.
5. After each group has had an opportunity to present its case to the class, hold a general discussion on "Who should get custody of the child?"



Newspaper columnists often receive mail from readers who agree or disagree with their opinions. The model lesson presented in "Dear Abby" is a case in point. As a follow-up activity, you may wish to encourage students to sharpen their own ability to articulate a position by writing a columnist on this situation or other similar situations.

Dear Abby

Illegitimate child's father has rights in adoption cases

By ABIGAIL VAN BUREN

Dear Abby: Your letter to "Messed Up at 16" failed to take into account the rights guaranteed to the father of an illegitimate child as decided by the U.S. Supreme Court in the Douglas case. It is generally held by those dealing in adoption matters that the father of an illegitimate child be given notice and the right to be heard as to his position concerning the placement of the child.

The courts have generally held that if the natural mother does not want to keep the baby, the rights of the father are superior to those of any adoptive agency or relative of the natural mother.

It would therefore appear that if the father of the illegitimate child wishes to take custody of said child and the natural mother wants to give up said child, the father would be granted custody of the child.

Uusually you consult knowledgeable people concerning medical and legal matters, but evidently you slipped up this time.

Robert L. Speeter, Minneapolis attorney

Dear Mr. Speeter: You're right. I plead guilty as charged. But who besides a lawyer would question the right of an unmarried woman who had been "done wrong" by a married man to deny said man custody of her illegitimate child?

However, I since have learned that frequently when an unmarried mother learns that the father's rights to custody of her child are superior to those of any adoptive agency or relative of the natural mother, she exercises her right and "keeps" the child — but *her* mother or some other relative raises it. Too bad, because in many cases the father could have provided a far better home.

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Although the major function of syndicated comics is to entertain, they also offer social commentary and provide a wealth of material for law-related education. The comics deal with varied themes such as consumer rights, the problems of law enforcement, and juvenile and family law, to name only a few. Newspaper comics are effective tools for capturing student interest and drawing the class into a discussion or debate, or serving as a springboard for student research into a law-related area.

The following model lesson is a good example of how to use the comics to teach law-related information.

Lesson Title:
The Comics and Law-Related Issues

Objectives:
After completing this lesson, the students will be able to:

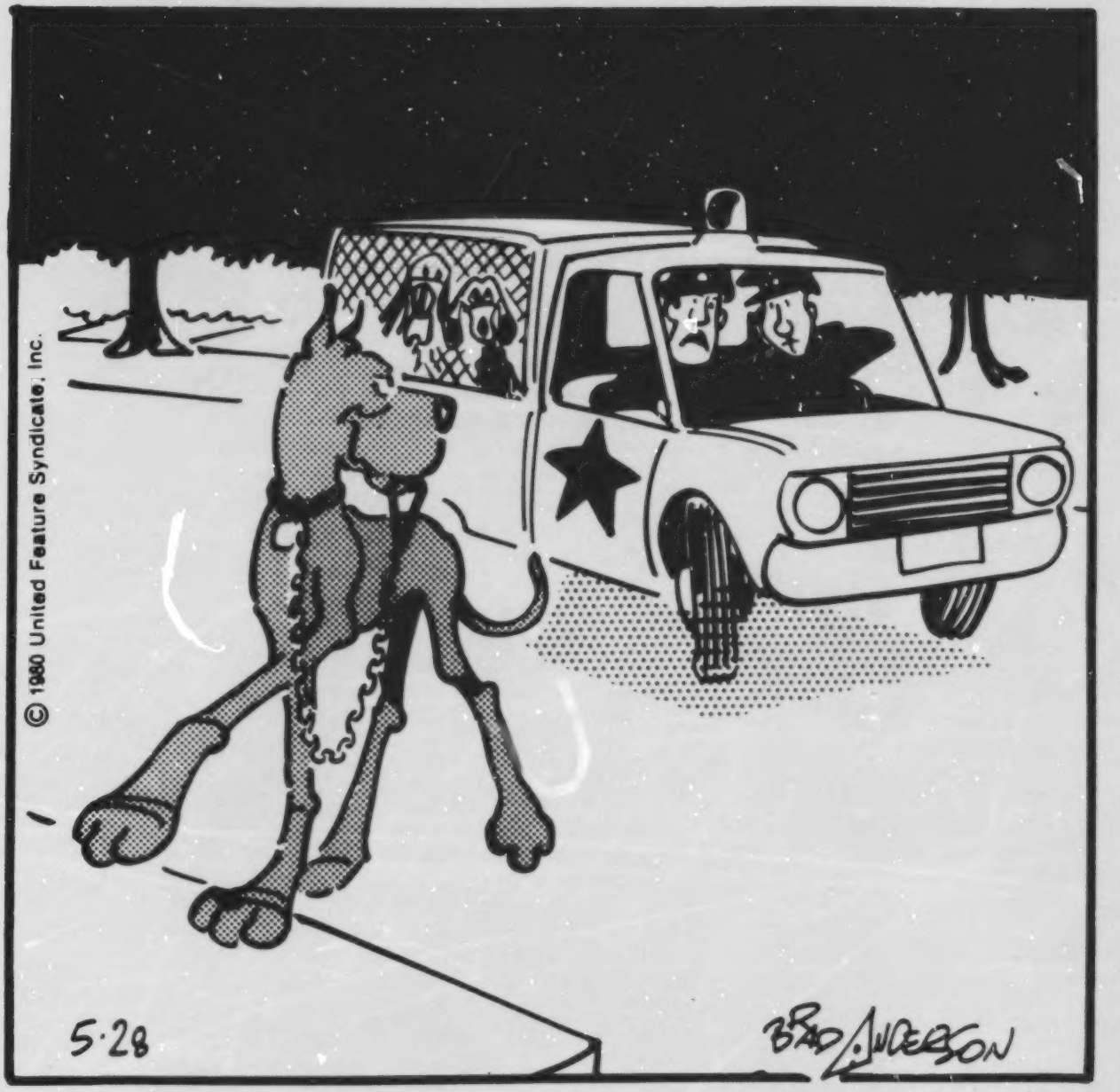
1. Find law-related material in the comics.
2. State the main idea of a comic.
3. State the point of view of a comic artist.
4. Analyze law-related ideas found in the comics.

Materials:
A daily newspaper — comics
Model Lesson — "Marmaduke," St. Louis Globe-Democrat, Wednesday, May 28, 1980.

Procedure:

1. Have students search through the comics for law-related material.
2. Select a particular comic for analysis (for example, the "Marmaduke" comic listed). The following questions could be asked:
   a. What is the comic artist trying to say?
   b. Is the artist poking fun at a particular law?
   c. What does the comic suggest about laws in general? (Students may see, for example, that the comic artist is commenting on the loopholes that exist in our laws.)
   d. Is the law being impartially enforced in this comic? (The class may feel that the comic artist is suggesting that the intelligent and powerful can get around the law.)
   e. Under what circumstances is the law not strictly enforced in this comic? Do you see any parallels between this comic and our own society? (This may lead to a discussion about the segments of our society most likely to feel the burden of law enforcement, and whether inequalities exist in the enforcement of law.)
   f. What special problems does the comic suggest that law enforcement officials face? (Here the students may discuss the legal technicalities that make law enforcement more difficult. They may focus on recent court decisions regarding law enforcement and discuss whether the safeguards to individual rights are justified.)

1. Have students research a local law-related problem raised by a comic for a class discussion or debate. Local police officers might be useful resources in debriefing the discussion or debate.
2. Have students find a law-related problem in the newspaper and illustrate it in the form of a cartoon.



"Theoretically, he isn't in violation of the leash law, so let's go chase a cat!"

SECTION II:
LAW-RELATED AREAS AND THE NEWSPAPER

While the first part of this guide deals with sections of the newspaper, the second part is divided into specific law-related subject areas: lawmaking, consumer rights and responsibilities, juvenile problems and law, and the United States judicial system.

The model lesson plans that follow are designed to illustrate the various teaching strategies that can be employed in providing law-related education with the use of the daily newspaper. Since newspapers differ from other instructional tools in offering information that is updated daily, the model lesson plans should be treated as examples.

Daily newspapers are excellent motivational tools, in part because they localize current information and they bring real-life, law-related situations into the classroom. They should not, however, be the only resource used in a substantive law-related education program, because they do not deal with specific topics in a logically organized manner. That is not their function. Newspapers are used to supplement law-related programs.

Many of the concepts taught in fifth through ninth grade law-related classrooms are clearly part of the minimum competencies tested in the Government/Economics section of the Missouri Basic Essential Skills Test (BEST). In piloting this guide for the fifth through ninth grades, teachers used the St. Louis Post-Dispatch/St. Louis Globe-Democrat Practical Life Skill Activity Cards in Government/Economics. These cards were especially designed for newspaper activities corresponding to basic skill objectives. The following is an example from these cards: ⟶

PRACTICAL LIFE SKILL ACTIVITY CARDS — GOVERNMENT/ECONOMICS

Academic Skill:
- Manual dexterity
- Categorizing
- Interpretation
- Reading
- Scanning
- Finding Main Ideas
- Finding Relationships
- Concept Development
- Prediction
- Creative Writing

Objective 1 — Students will understand what the term "democracy" refers to and understand basic democratic values, such as liberty, equality, justice, rule of law, peace and order, and consent of the governed.

Activity A — Using the newspaper, have students clip pictures that reflect their view of what a democracy is. Students should then prepare collages of their pictures, and explain why these pictures represent democracy to them.

Activity B — Using the following terms: consent of the governed, liberty, equality, equal opportunities, political party, election, Congress, find news articles that contain each term. Clip the articles, and find pictures in the newspaper that correspond to each term; write a headline for each picture reflecting your understanding of the term as it relates to a democracy.

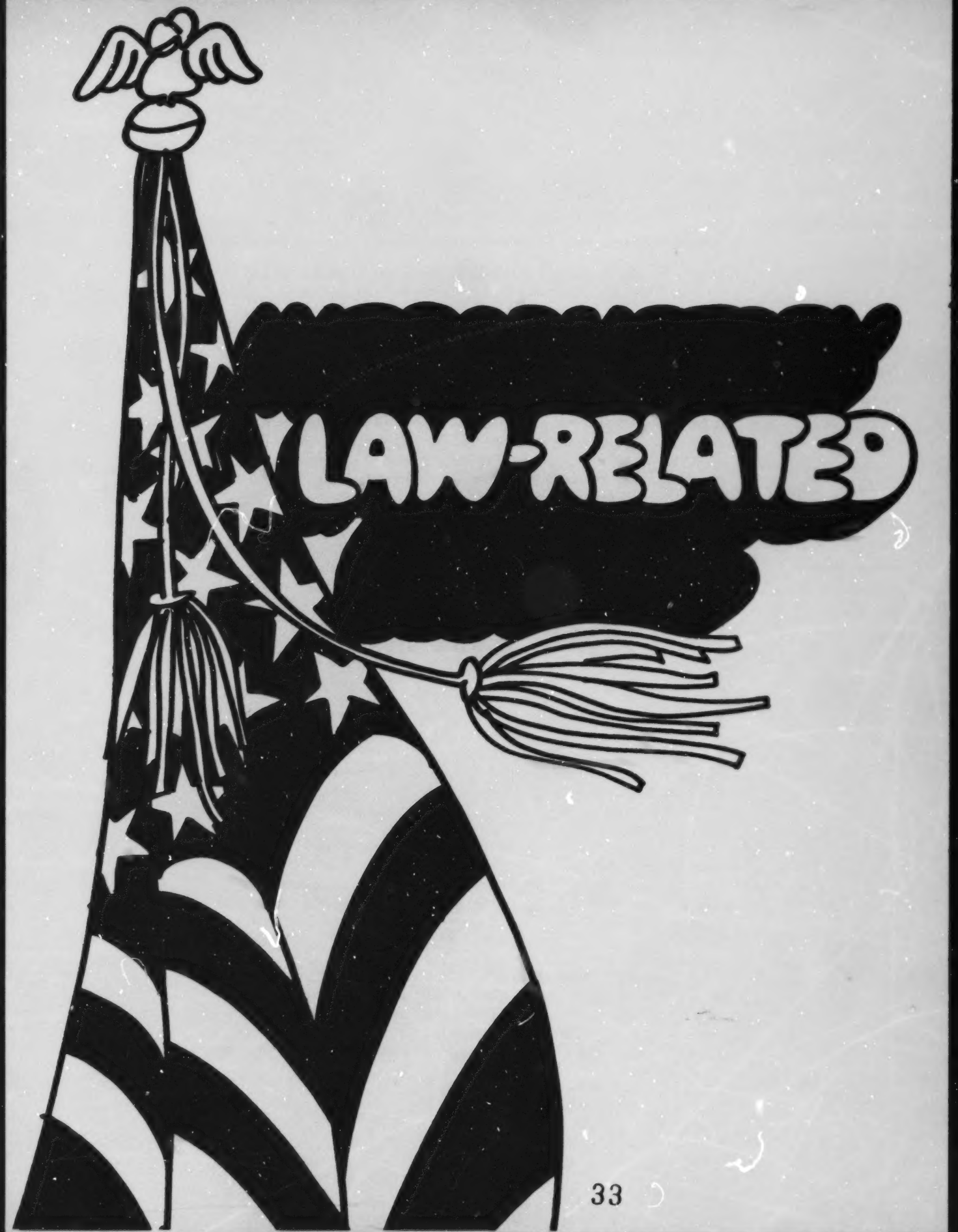
Activity C — The following values can be found in the Preamble to the U.S. Constitution:
"To form a more perfect union."
"To establish justice."
"To insure domestic tranquility."
"To provide for the common defense."
"To promote the general welfare."
"To secure the blessings of liberty for ourselves and our posterity."

*Copyright 1978, St. Louis Post-Dispatch. All rights reserved.

Because these activity cards present many ways of stimulating interest in factual information about government and economics, the Newspapers and Law-Related Education, Guide, 5-9, has concentrated on more in-depth means of utilizing the newspaper in law-related classrooms. The model lessons that follow demonstrate how the daily newspaper can be an integral and important part of a particular law-related program.

Two introductory lessons, "Law Search" and "Organizing a Law-Related Newspaper Notebook," are included to provide students with a basic understanding of the variety of law-related information that a daily newspaper can provide. All of these model lessons demonstrate how law affects students on a daily basis.

Each law-related area has legal terms that the students should be aware of. It should be noted that precise definitions of legal terms be obtained from appropriate texts. A law-related teacher might find that the Law Dictionary and Law Dictionary for Non-Lawyers provide good definitions of terms, although definitions from law-related textbooks might be more helpful at the fifth through ninth grade level.


LAW-RELATED

Lesson Title:
Law Search

Objectives:
After completing this lesson, the students will be able to:
1. Find a variety of law-related material in the daily newspaper.
2. Find and discuss at least five ways in which our lives are affected by the law.

Materials:
A daily newspaper and law-related textbooks.
(NOTE: This activity can be used in any area of law education. If you are teaching consumer law, you can have students do a law research for consumer law, etc.)

Procedure:
1. Divide participants into groups.
2. Give each group a different section of the newspaper.
3. Have each group make a list of all law-related and non-law-related topics found on each page in their section.
4. Discuss each group's chart, and discuss the following question: How are our lives affected by the law?

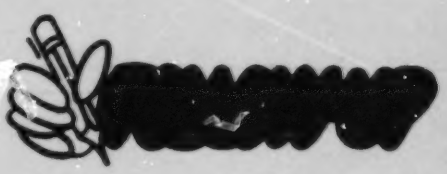
SECTION	
PAGE	
LAW-RELATED	
NON-LAW TOPICS	

Lesson Title:
Organizing a Law-Related Newspaper Notebook

Objectives:
After completing this lesson, the students will be able to:
1. Locate, label, and identify law-related information in the daily newspaper.
2. Follow a set of directions.
3. Compile a law-related newspaper notebook.

Materials:
A daily newspaper.
Scissors, paste, construction paper.

Procedure:
1. Have students prepare a title page with their name, class, and date.
2. Clip, label, and paste one local law-related story from a daily newspaper. Underline the who, what, where, when, why, and how. Draw lines to labels in the margin of the paper.
3. Clip, label, and paste a law-related item from the editorial section of either the Post-Dispatch and/or the Globe-Democrat. Have students write the main idea.
4. Clip, label, and paste a law-related item from the feature section of either the Post-Dispatch and/or the Globe-Democrat.
5. Clip, label, and paste a law-related item from the advertisements of either the Post-Dispatch and/or Globe-Democrat.
6. Clip, label, and paste a law-related item from the business and financial section of either the Post-Dispatch and/or Globe-Democrat.
7. Clip, label, and paste a law-related item from Dollars/Sense in the Post-Dispatch, or a consumer item from the Globe-Democrat.
8. Clip, label, and paste a law-related item from the spots section of either the Post-Dispatch and/or the Globe-Democrat.
9. Clip, label, and paste a law-related photo from either the Post-Dispatch and/or the Globe-Democrat.
10. Clip, label, and paste a law-related item from either a Post-Dispatch and /or Globe-Democrat columinst.
11. Clip, label, and paste a law-related item from the comic section of either the Post-Dispatch and/or the Globe-Democrat.
12. Clip, label, and paste an article pertaining to the legislative, executive, judicial branches of government.
13. Clip, label, and paste an article having to do with the courts.
14. Clip, label, and paste an article having to do with a jury.
15. Clip, label, and paste an article or ad having to do with a public notice.
16. Clip, label, and paste an article having to do with a civil case.
17. Clip, label, and paste an article having to do with a criminal case.
18. Clip, label, and paste an article that would help a reader be more knowledgeable in his/her role as a voter.



After completing Section II of this guide, students could go back to their Law-Related Newspaper Notebook, and classify or categorize their articles into one of the following subject areas: lawmaking, consumer rights and responsibilities, juvenile problems and law, or the United States judicial system.

Assistance for this lesson was provided by Thelma Schrier of the Parkway School District.

LAWMAKING

The daily newspaper is a necessary supplement for classes that study the topic of lawmaking. At the initial level of understanding rules, the daily newspaper offers a variety of local examples of why rules are needed. The model lesson, "Understanding Rules," is from the sports section, but each section of the newspaper, from news to comics, provides examples of various types of rules. Among them are rules for the police department or other city/county departments, school rules, rules of etiquette, rules for taking care of animals, parental rules, etc. All sections of a daily newspaper are extremely helpful in pointing out the important role that rules play in our lives.

The newspaper can play an important part in reinforcing the idea that people can solve problems without making a law. The newspaper shows how neighborhoods, community groups, and help organizations can work together for the common good without needing a law to deal with specific issues. The model lesson, "Solving Problems Without the Law," enables students to see how citizens working together on a voluntary basis are able to solve problems without seeking legal action.

In addition, by using the newspaper, students are able to understand the various aspects of the lawmaking process, from the need for a law to how that law is enforced. One model lesson, "Influencing Lawmakers," deals with the use of the newspaper to reinforce the concept of lobbying. The newspaper is a particularly effective resource for gathering information about legislators and lawmaking bodies on a local, state, and national basis.

As the teacher develops a lawmaking unit using the daily newspaper and appropriate texts, current local stories can provide an excellent resource for emphasizing law-related vocabulary words. The teacher should encourage students to add additional words to the list.

LAW-RELATED TERMS IN THE NEWSPAPER

amendment	influence	petition
bill	initiative	political
campaign	interest	referendum
candidate	law	rule
constituent	legislature	statute
election	lobby	veto
enforce	ordinance	vote
federal	penalty	

Lesson Title:
Understanding Rules

Objectives:

After completing this lesson, the students will be able to:

1. Identify places in the daily newspaper that deal with rules.
2. Discuss what makes a rule for a specific sport effective.
3. Develop a rule for a particular sport.

Materials:

A daily newspaper
Model lesson source #1 — Collage from Living and/or Everyday section
Model lesson source #2 — Sports article collage
Lawmaking, Second Edition (See pages 1-7 for example.)
The Rights and Responsibilities of Citizenship in a Free Society
(See "Why the Law?" for example.)
Other law-related texts.

NOTE: Before beginning this lesson, students should understand what makes an effective rule and understand the need for rules.

Procedure:

1. Have students look through their daily newspaper(s) and find examples of rules. Students might find examples of rules in a variety of games found in the Living and/or Everyday section of their daily newspaper. (See model lesson source collage #1 for example.)
2. Have students list the rules they found on the chalkboard.
3. After listing these rules, have students discuss why these rules are necessary and what problems occur without these rules.
4. Now ask the students to look at the sports section of their daily newspaper and find a particular rule that is discussed in an article. (See model lesson source #2 for example.)

NOTE: The sports section of the daily newspaper is an excellent place to find examples of rule violations or reasons for rule enforcements. Whatever the sport, (hockey, tennis, basketball, bowling, baseball, or soccer, etc.) one can find a discussion of rules in the sports section of the daily newspaper.

5. Have students discuss the following:
   a. What rule is mentioned in the article?
   b. In what sport does the rule apply?
   c. Who must follow this rule?
   d. Who enforces the rule?
   e. Why is the rule necessary?
   f. What would be the problem(s) without the rule?
6. After reviewing the steps in making an effective rule, have the students try to develop a rule for a sport. Have one student write the rule as the students develop it.
7. Next, have the students discuss the rule written by the class.
   a. Was the rule difficult to write? Why or why not?
   b. What do you think makes a rule difficult to write?
   c. What kind of experience does the writer of a rule need?

Boggle Challenge™

How many words can you make?

In 3 minutes, find as many hidden words as you can and write them down. To make a word, use letters, in sequence, that adjoin at any side or corner. Each letter may be used only once in a word. Any word found in a standard English dictionary is acceptable.

•**PLAY AGAINST THE "BOGGLE BRAIN"**: Find the list below the game grid.

•**OR PLAY AGAINST A FRIEND.** Compare lists and cross off words in common. Then score:

3-4 letters: 1 point
5 letters: 2 points
6 letters: 3 points
7 letters: 5 points
8 or more: 11 points

L	E	C	A
Z	E	I	R
L	P	R	U
U	O	T	C

BOGGLE BRAIN: Air, Car, Carrot, Cur, Cure, Curl, Curt, Lair, Lat, Late, Let, Pair, Pare, Part, Pat, Pate, Pace, Race, Pale, Rape, Rate, Tap, Taupe, Tire, Trace, Trip, Zorn

Boggle Challenge is based on Boggle ®, Parker Brothers hidden word game. ©1988, Parker Brothers, Beverly, MA 01915. Parker Canada Company, Ont. L4W 1B7 ®=Registered trademark owned by Tan Field Newspaper Syndicate

WORDY GURDY

1. Largest possible IRS payment (1)
2. Wild ox's IRS payment (1)
3. Servicewoman's IRS pay
4. Nicholson's IRS payment
5. Shelley's IRS payment (1
6. Shirley Temple's IRS pay
7. Roberta's IRS payment (

Every Wordy Gurdy answer is a rhyming pair of words. The number after the definition tells you how many syllables in each word of the rhyming pair.

4-15 JACKS
TAX 7. FLACKS

Tricky Ricky pays $10 for the ing pair of words and a definiti of The Globe-Democrat. 710 P

JUMBLE® THAT SCRAMBLED WORD GAME

by Henri Arnold and Bob Lee

Unscramble these four Jumbles, one letter to each square, to form four ordinary words.

DILAY

ORBIL

INNOJE

LADVAN

Now arrange the circled letters to form the surprise answer, as suggested by the above cartoon.

Print answer here: "○○○○"

Answer on Page 6E

Word Game

WEDNESDAY WORD
MESTIZOS

(**MESTIZOS:** meh-STEE-zoze. Persons of mixed European and American Indian ancestry .) Average mark 20 words. Time limit 40 minutes. Can you find 26 or more words in MESTIZOS? The list will be published Thursday.

TUESDAY WORD
JODPHURS

josh	judo	opus	ours	dorp
flour	drops	duro	hours	posh
pouts	prod	proud	push	updo
croup	rush	shod	shop	shroud
soup	sour	spud	spur	surd

RULES OF THE GAME: 1. Words must be four or more letters. 2. Words that acquire four letters by the addition of "s," such as "bats" or "dies," are not used. 3. Only one form of a verb is used. For example, with "pose" or "posed," not both. 4. Proper nouns are not used. 5. Slang words are not used.

SEEK & FIND® BALLS

C	S	W	I	O	V	D	P	L	R	L	S	O	O	X	B	Y	O	M
M	L	A	S	R	N	Y	L	L	L	L	C	L	T	P	L	U	Q	
E	X	U	T	A	L	A	R	A	B	A	L	L	S	E	L	D	T	E
E	H	E	H	L	B	Y	B	B	P	U	A	A	G	A	M	E	L	O
C	G	I	O	T	S	O	A	W	C	B	B	S	B	S	E	L	T	D
G	O	V	O	L	L	S	H	O	G	G	T	Y	I	T	A	P	E	R
O	L	O	G	O	E	A	E	N	R	G	E	N	B	H	I	N	I	
W	F	F	P	B	N	S	O	S	O	L	U	N	T	S	A	G	N	C
W	B	O	A	D	S	P	U	Q	L	N	Q	F	O	O	T	B	I	L
E	A	L	B	H	G	L	E	O	E	N	O	L	G	G	B	N	S	E
P	L	A	I	N	T	O	V	T	T	S	R	O	N	G	G	G	B	C
I	L	N	I	L	L	A	B	E	N	I	C	I	D	E	M	P	A	E
L	R	P	U	S	H	B	A	L	L	O	P	G	W	O	N	S	L	I
R	W	O	M	G	N	I	R	A	E	B	L	L	A	B	N	O	L	N
P	O	A	O	T	T	A	H	R	E	W	I	Y	D	O	C	B	A	I

Instructions: Hidden words below appear forward, backward, up, down or diagonally. Find each and box it in.

Baseball	Ping-Pong Ball	Soft Ball
Eight Ball	Medicine Ball	Polo Ball
Football	Tennis Ball	Pushball
Golf Ball	Volleyball	Handball
Snowball	Croquet Ball	Ball Bearing

Tomorrow: Cattle Brands

Model Lesson Source Collage #1

Doctoring baseballs

By PHIL ELDERKIN
The Christian Science Monitor News Service

VERO BEACH, Fla. — I have always disliked writing about a controversial subject without being able to mention the source of my information by name. But sometimes this is the only way you can get people close to a situation to talk — by promising to protect their identity.

What this story deals with are the percentage of major league pitchers who doctor the baseball illegally in a way that causes it to dive or sail — thus making the ball tougher to hit.

The four principal ways to do this are to apply a foreign substance like Vaseline to the ball; rough it up with sandpaper; cut it with a thumb tack; or load it up with moisture, such as saliva.

"In my opinion, the percentage of major league pitchers who cheat is approximately 30 percent and there are some on every team," one former big league manager who still is active in the game told me on my rounds of training camps in Arizona and Florida this spring.

"I know who most of them are; the umpires know them; their managers know them of course; and the people who run baseball have a book on them," he continued. "But it's been going on for so many years that it has become an accepted part of the game and nobody wants to do anything about it."

This ex-manager claimed that if baseball tried to make an honest man out of every pitcher, the mess and confusion it would cause on the field wouldn't be worth it. In fact, nobody with any power in baseball wants to do anything about it because, if the umpires tried to police it, all you would get is a boring, four-hour ball game.

"I cheated as a minor league pitcher and I continued to cheat after I got to the majors and I never had anyone suggest that I work any other way," he explained. "I think doctoring the ball helps pitchers in certain situations, but I don't think it ever made a 20-game winner out of a guy who normally is good enough to win 15.

"If one of our pitchers wants to cheat, we let him," he continued. "If a guy wants to throw a spitter on a hot day, he's generally got enough natural moisture right

Asked how he would clean up cheating among pitchers, he replied: "I wouldn't do anything about it and everybody in baseball that I know feels the same way. It's been around so long now that it's become a part of the game."

One veteran umpire I talked with doesn't believe that cheating among pitchers is quite as high as 30 percent.

"... don't [illegible] ... on out at the rubber,

Holman Attempts To Pull A Rare Bowling Hat Trick

By Steve Kelley
Of the Post-Dispatch Staff

Marshall Holman aspires to join one of professional bowling's most select fraternities this week as the Rolaids Open unfolds in Florissant.

Holman is aiming at his sport's hat trick. If the 26-year-old Oregonian can capture first money in this $110,000 event, he will become only the fourth man to win three straight Professional Bowlers Association tournaments.

Ironically, Holman's quest comes at Dick Weber Lanes, and two decades ago, Weber became the first bowler to capture three in a row. Since then, only Johnny Petraglia (1971) and Mark Roth (1979) have been able to add their names under Weber's in the record book.

"It's definitely added pressure," Holman said Tuesday as he prepared for today's opening round. "Few people know what it's like to be at the top of a profession. I'm there now, and whether it's for a short or long time is up to me. But to win three in a row would be the frosting on the cake."

If Holman does get the third notch in his belt, he'll earn it. Nineteen of this year's top 20 money winners are on hand trying to see that someone other than Holman carts off the $16,000 first prize. Included in the hunt is Roth, who led last week's U.S. Open in Houston until falling to Holman in the televised championship game.

"He (Holman) has got a shot at it," said Roth. "He's bowling well. We'll just have to see what happens out there."

Holman adds color to the bowling tour. Sometimes, in the judgment of PBA officials, the fiery competitor goes a bit too far in expressing his feelings. Such was the case in last year's PBA doubles competition. Holman, teamed with Roth, needed a strike in the 10th frame to put pressure on the opponents. When his first ball left four pins standing, Holman kicked a foul light, which came loose and flew onto the next lane, setting off that foul light.

The incident, witnessed on national television, cost Holman a $2,500 fine and a 10-week suspension that probably cost him another $20,00 to 30,000 in missed earnings. However, it's a decidely low-key Holman who begins his quest this week.

"To be in the same class as Dick Weber, Mark Roth and Johnny Petraglia would be an honor," he said. "Marshall Holman would definitely remember and love it."

Holman's approach to a tournament does not involve premature thoughts of victory. Setting your sights on first place, he said, is only the final step of the process.

"I don't go in trying to win the tournament. All I'm doing is trying to make the first cut," Holman said. "Once I make the top 24, then I can start thinking about making the top five and the television finals."

Once into the top 24, bowlers begin match play. Each finalist bowls one game against every other finalist, with the winner getting 30 bonus points. This is one facet of the competition in which Holman hasn't excelled lately.

Last week in Houston, Holman began the TV finals in third place after winning 13 of 24 matches. Two weeks ago, he was the No. 1 qualifier despite an 11-13 match-play record.

"I think the other guys get pumped up against Marshall

...e HOLMAN, Page 8

Model Lesson Source #2

1. Ask a coach to provide a written copy of an actual rule and compare it with the one written by the students.
2. Ask several students to research, in the library, a rule dealing with sports.
3. To further understand rules and their distinction from laws, the students might compare a fight in hockey, football, or other sporting event to a fight between two people in the street. Discuss with the students why fighting in a hockey game is considered a rule violation and why fighting in the street might be considered illegal.

Lesson Title:
Solving Problems Without the Law

Objectives:
After completing this lesson, the students will be able to:

1. Identify at least two ways that people have worked together to solve problems without having a law made.
2. Recognize that a law is not needed to solve every problem.

Materials:
A daily newspaper
Model lesson source #1 — Collage
Model lesson source #2 — "New Recycling Plant," St. Louis Globe-Democrat, Saturday-Sunday, May 31-June 1, 1980.
Lawmaking, Second Edition (See pages 21-28 for example.)
Other law-related texts
NOTE: Before doing this lesson, students should know the meaning of the word law and know how laws are made.

Procedure:
1. Ask each student to find an article or picture in the newspaper in which people in a community solve problems without asking for a law to be made. (See model lesson source collage #1 on pages 31 and 32 for example.
2. Ask students to summarize the article or picture.
3. Have students answer the following questions:
   a. According to the article or picture, what problem did the community have?
   b. Who in the community felt it was a problem?
   c. What did the people do about the problem? Did it take much effort? Explain.
   d. What else could be done to solve this problem?
   e. How might people have used the law to solve their problem?
   f. How effective were these people in solving their problems?
4. Have students look at the picture of the "New Recycling Plant" and decide what problems the plant might help to solve. (See model lesson source #2 on the next page for example.)
   a. Why would people want to recycle?
   b. What are the advantages and disadvantages of recycling?
   c. Would it be better to have people voluntarily recycle or to have a law demanding that they recycle? Explain your answer.
   d. What else could have been done to solve the problem?
5. Next, discuss with the students how this recycling plant was begun and why the company might have decided to start the plant.

Karen Elshout/Post-Dispatch

A Place To Play Youngsters at the Laverna Evans Elementary School in O'Fallon, Ill., have a new playground, thanks to their parents, who collected $11,000 and hired a California specialist to design the new 10,000-square-foot play area.

Model Lesson Source Collage #1

Drive to buy city police bulletproof vests opens

The drive to raise $175,000 to buy 1,700 bulletproof vests for the St. Louis Police Department officially opened Friday.

"We cannot control the environment the police officer goes in to police, but it is incumbent to furnish him with the best equipment possible to protect his life," Assistant Chief William E. Brown said at a press conference at the Lynch Street District station, where a demonstration of how the vests can stop a bullet was given for the media.

"Citizens don't realize how the wives of police officers feel," said Joe

1. Ask students to keep track of what section(s) of the newspaper demonstrates that people might solve problems without legal means. Is there one section that consistently has more articles than another? Why might this be true.?
2. Does problem-solving seem more often to be done by an individual, by many individuals, or by an established group? Explain your answer.
3. Does a newspaper put more emphasis on lawmaking bodies trying to solve problems or is the emphasis more on individuals trying to solve problems? Why?

Life Seekers to begin public solicitations

The Life Seekers, an organization that has raised almost $1 million for equipment and research to aid newborn infants, will hold its annual tag days appeal beginning this month.

This year the public solicitation at stores and intersections will be held over several weekends: April 23-25 for the city of St. Louis and May 7-9 in St. Louis and St. Charles counties. Door-to-door solicitations in all areas will be Friday through May 6.

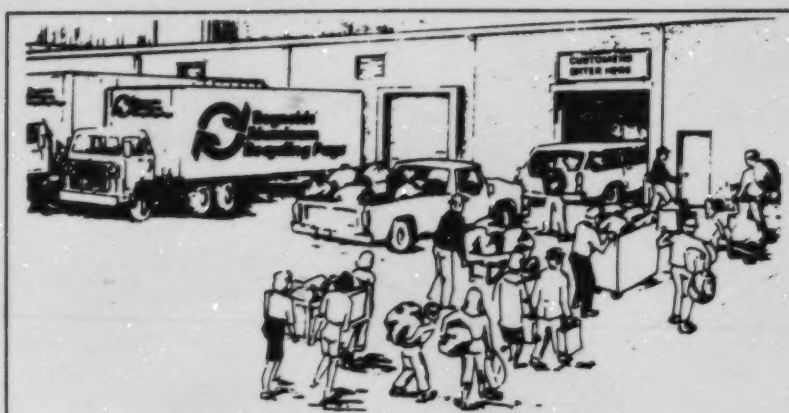
The fund-raiser is the single largest source of funds for the all-volunteer group, although numerous events are held throughout the year. In recent years, more than $100,000 has been raised annually and distributed to area hospitals and researchers.

AREA MEDICAL experts credit the Life Seekers with significant help in reducing infant mortality and malformations in the entire 1,300-member organization.

Since its founding in 1964, the Life Seekers has raised and distributed $974,720. It is expected to pass the $1 million mark this year. As a special kick-off to this year's tag days campaign, the Life Seekers will host a luncheon April 30 at the Sheraton West Port Inn with the theme, "Life Seekers' Million-Dollar Year."

THE POSTER baby for this year's Tag Days is Jonna Robinson, daughter of Mr. and Mrs. John Robinson of St. Louis. Jonna, born Jan. 5, was 10 to 11 weeks premature and weighed 2 pounds, 13 ounces at birth. She spent three weeks in the neonatal intensive care unit at St. Louis Children's Hospital using equipment donated by the Life Seekers. She is now home with her family.

Model Lesson Source Collage #1



NEW RECYCLING PLANT — An artist's rendering of the proposed $1 million recycling plant to be built at 1501 S. Kingshighway Blvd. by Reynolds Aluminum Recycling Co. The new facility is expected to be completed late this year. Reynolds first began recycling in this area in 1974 at a plant in Belleville; that plant will remain open as a collection center. The new facility will contain 9,000 square feet.

Model Lesson Source #2

Lesson Title:
Influencing Lawmakers

Objectives:
After completing this lesson, the students will be able to:

1. State at least five ways in which citizens attempt to influence lawmakers.
2. Analyze effective methods of lobbying lawmakers.

Materials:
A daily newspaper
Model lesson source #1 — Collage
Model lesson source #2 — "Veterans Told to Keep Fighting - Against Cuts," St. Louis Globe-Democrat, Saturday-Sunday, March 28-29, 1981.
Lawmaking, Second Edition (See pages 95-99 for example.)
Other law-related texts

NOTE: Before beginning this lesson, students should have a background in understanding the legislative process and lobbying. (The Government/Economics Activity Book for the Missouri Basic Essential Skills Test produced by the Missouri Department of Elementary and Secondary Education has some helpful background information on lobbying.)

Procedure:

1. Have students review model lesson collage #1 on pages 33 and 34 for example.
2. After reviewing the collage of articles, have students find similar articles in their current newspapers in which citizens are attempting to influence lawmakers.
3. Have students read these articles and then explain the different ways that citizens tried to influence the lawmakers.
4. As a class, make a list on the chalkboard of all the different ways of lobbying found in the articles. Have the students brainstorm other ways of lobbying that were not found in the articles.
5. Next, have students select an article or articles that represent ways particular groups try to influence lawmakers. (See model lesson source #2 on page 35 for example.) Ask students to identify the issues that are important to the group.
6. Next, have the students develop strategies for lobbying about each of these issues. (Students might base their lobbying strategies with those found in their law-related texts or other related information.)
7. The students, using their lobbying strategies, should then develop a lobbying plan for each of their issues.
8. Have the students present their lobbying plans.

1. Have students write to an organized group and find out what lobbying strategies were most successful. A speaker from an organized group could be asked to discuss the different strategies.
2. Have students research, in their library, laws dealing with lobbying.

State standards sought for local jails in Missouri

By JEANNE MOORE
Globe-Democrat Staff Writer

The deaths of two prisoners in a fire at the St. Clair, Mo., City Jail in January might have been prevented if Missouri had required round-the-clock supervision of its jails, advocates of minimum jail-standards legislation say.

But as things stand now, as many as 15 to 25 of Missouri's 80 functioning county jails leave their prisoners unattended overnight, according to Harold White, sheriff of Marion County and vice president of the Missouri Sheriff's Association.

Round-the-clock supervision in city and county jails is one of several standards proposed by White and members of the Missouri Association for Social Welfare, who met in St. Louis Thursday to discuss legislation now before the state General Assembly. The jail standards bill is awaiting action in the House.

THE PROPOSED HOUSE committee substitute for House Bills 181 and 570 would create a Missouri Council on Criminal Justice in the Department of Public Safety, which would establish voluntary jail standards for the state.

The Missouri Association for Social Welfare considers the proposed measure too weak. It would prefer mandatory regulations, not voluntary guidelines. And it hopes for some provision giving local officials financial aid to upgrade jail conditions.

The association supports the bill under consideration, however, as an important "first foot in the door." Missouri is one of only six states that still set no minimum standards for their local jails, association members said. Tales of deplorable jail conditions evoke little sympathy from most citizens, White said.

"AS FAR AS A large segment of the population in this state is concerned," he said, "it's a matter of out

'Peanut budder' a sticky problem

Six-year-old Raymond Snodgrass, of Bland, Mo., had a problem with the government so he did what everyone tells us we should do.

Raymond, a first grader at Gasconade R-3 School, wrote his congressman:

"Deer Government

"The ones warking in the school kitchen said the governmet will not send our school no peanut budder.

"Pleass send some."

Raymond's congressman, U.S. Rep. Wendell Bailey, R-Willow Springs, couldn't deliver any peanut butter to Bland.

Model Lesson Source Collage #1

Vacant Apartment Called Haven For Derelicts

By Robert L. Joiner
Of the Post-Dispatch Staff

Helen L. Stone says she's struck by fear whenever she walks past an abandoned apartment building at 1454 Union Boulevard. The property, she says, has become a haven for derelicts and dope addicts.

"They're inside that building day and night," said Mrs. Stone, who lives next door to the property. "My biggest fear is that a child will be walking up the street one of these days and get dragged into the building."

The building, owned by Regency Management and Investment Co., has become the target of numerous complaints by Mrs. Stone and other members of the Sherman Park Neighborhood Association.

Association members, along with Alderman Wayman F. Smith, D-20th Ward, met recently with city building officials who promised to board up the property by April 17.

The group wants the city to take action on several other Regency properties, some of them occupied, where back taxes are owed and where building and health code violations are widespread, said Reuben Wright, chairman of the Sherman Park group.

"These landlords are robbing the poor," he said. "They are getting rich by charging poor people enormous amounts of rent for substandard housing."

Wright said the organization wants the city to take action on 103 vacant properties in the Sherman Park neighborhood, which has boundaries of North Kingshighway on the east, Union Boulevard on the west, Page Boulevard on the south and Dr. Martin Luther King Drive on the north.

City officials say they have attempted to force Regency to board up the Union property and have tried without success to collect back taxes from the firm.

Regency's owners of record are Barbara Holmes and Linda Raglin, according to the most recent corporate papers filed with the Missouri secretary of state's office. The firm did not file an annual report with the state in 1980.

City records show that the firm owes more than $15,000 in back property taxes, some dating back to 1973.

Ms. Holmes, who lives in Creve Coeur, refused to comment when asked about building and health code complaints by tenants renting property from Regency. Ms. Raglin could not be reached for comment.

The company formerly operated out of an office at 1730 South Brentwood Boulevard. It now operates out of the Buder Building, 7 North Seventh

Buder

family flat said they have been unable to persuade city health officials to correct sanitary violations.

Doletha Baskin, who lives in one of the apartments, said her apartment smelled because of an odor coming through the vents from the basement.

"It comes from a leak in the sewage pipe," she said. "It got so bad one day that me and my husband had to take the children and leave. We called the city Health Department several times. They were supposed to send someone out, but they haven't done it yet."

Ivory Perry, a housing specialist at the Union-Sarah Gateway Center, said the complaints about Regency Management property are typical of those heard daily by his office.

"That's why we need a tenant-landlord law, which protects the rights of the tenant," he said. "If the tenant has an obligation to pay rent, the landlord should have an obligation to keep the building up to code. If the landlord can break his promise, the tenant should have the same right."

Albert J. Nerviani, administrator of the city's build

Bill Would Allow McDonald's In Olivette, With Restrictions

By Phyllis Brasch
Of the Post-Dispatch Staff

A bill before the Olivette City Council would allow a McDonald's restaurant to be built on the southwest corner of Dielman Road and Olive Boulevard but without the drive-through facility developers have insisted is essential to the fast-food operation.

At a recent public hearing, Albert A. Michenfelder Jr., attorney for the developers and McDonald's, said that elimination of the drive-through facility is "unacceptable." However, Michenfelder said earlier this week that he would defer making any comment until the council reaches a decision.

A final vote on the proposed restaurant is expected at a meeting at 8 p.m. April 14, at City Hall, 9473 Olive Boulevard.

The bill was introduced and given a first reading at a special council meeting Tuesday night.

In addition to excluding the drive-through facility, the council said it would approve the plan if developers agree to increase the number of parking spaces to 86 from 80, to police the two-acre site three times daily to remove all litter, landscape the property including the 106-foot frontage along Olive, create a 73-foot "buffer" zone between the parking lot and adjacent homes on the south and place the restaurant's only exit lanes on the west side of Dielman so that they are not directly opposite driveways on the east side.

The council also placed conditions on the hours of operation. The developers want to keep the restuarant open from 7 a.m. to 11 p.m. Sunday through Thursday and 7 a.m. to midnight Friday and Saturday.

But the council said it would turn down the application for a special-use permit unless the fast-food restaurant operates from 7 a.m. to 10 p.m. daily.

The plan by local developers Norbert Sandboth and Eugene Keeven to build the restauarant and lease it to McDonald's has been under sharp attack since it was first proposed three years ago.

After stiff opposition from residents, the council rejected the plan — which also included a drive-through facility — when it was originally introduced in 1978.

The developers sued the city. But the city appealed the case after the St. Louis County Circuit Court overturned the council's decision. Last May the Missouri Court of Appeals in St. Louis ordered the council to review the plan for a second time.

A standing-room-only crowd of about 65 residents — many of whom had protested against the plan from the start as an "inappropriate use of the land" — repeated their opposition at a public hearing in February. The hearing came several weeks after the Planning and Zoning Commission recommended 6-2 that the city approve the plans for the fast-food restaurant if the drive-through facility was eliminated.

The commission also recommended granting the special-use permit the first time the plan was reviewed.

At the public hearing opponents urged the council to deny for a second time the special-use permit application. The opponents argued that the restaurant would aggravate traffic, create litter, generate noise and safety problems and lower the property values in the residential areas adjacent to the two-acre site.

After reviewing more than a hundred pages of testimony from citizens and reports from traffic and planning experts the council said it found the developers' latest plans "still present problems of confusion and congestion on Dielman where all cars would exit."

In addition, the council criticized the developer for failing to provide sufficient "storage" area for cars waiting to use the drive-through and a shortage of parking spaces.

The council contends that the conditions would help minimize the "impact" the proposed fast-food restuarant could have on surrounding property.

The developers need the special-use permit to build the restuarant on the 1.4 acres of the site that is zoned commercial. The remaining sixth-tenths of an acre sliver of land proposed for the parking and "buffer park" is zoned residential.

While the Olivette controversy continues, the Des Peres Board of Aldermen last month approved a conditional-use permit to add a drive-through service window to an existing McDonald's restaurant at 12120 Manchester Road.

The board was divided 3-3 with Mayor Roy R. Bradbury II casting the tie-breaking vote to grant the permit despite opposition from citizens and board members who said they were concerned that the addition of a drive-through would increase and confuse traffic in the already congested area.

Michenfelder told the Olivette city council that since 1976 McDonalds policy is that drive-in facilites must be built as part of new restaurants or added to exisiting ones in order to compete in the fast-food market.

He said the storefront operation in Clayton and the riverboat near the Arch were the company's only two outlets in the St. louis area without drive-throughs.

Model Lesson Source Collage #1

Veterans told to keep fighting — against cuts

Clashes and different opinions might have been expected among some 30 people who attended the Veterans Awareness Day at St. Louis Community College-Florissant Valley Friday.

Most were Vietnam War veterans, but there were others, like one man in the audience who described himself as a conservative old soldier whose military career included World War II and Korea.

The conservative old soldier found no real areas of disagreement with the young Vietnam veterans, however, and drew nods of agreement from them when he said, "I love my country, but I sure don't trust my government."

Anger and frustration were the keynotes of the day. Anger and frustration that the veterans — especially the Vietnam era veterans — who served their country were being forgotten by that country.

"I love my country, but I sure don't trust my government," old soldier tells younger veterans.

WILLIAM D. ELMORE, president of the National Association of Concerned Veterans, a Vietnam veterans organization, was slated to talk about the services available to veterans.

He talked instead about the disappearance of the already minimal services for Vietnam veterans because of Reagan administration budget cuts.

"Right now President Reagan, who talks about 'the noble experience of Vietnam' . . . and his budget-cutter Stockman (Budget Director David A. Stockman) are cutting every one of those programs out of the budget."

Cutting the $70 million in programs for Vietnam veterans while spending $100 million for El Salvador and increasing the military budget by billions goes beyond unfairness to stupidity, Elmore said.

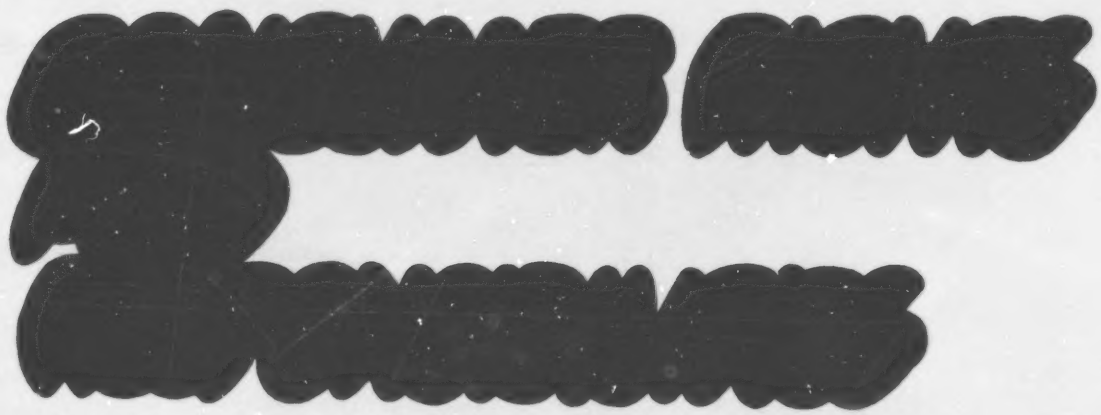
"THEY HAD better wake up," Elmore said. "They had better realize that when the people have no place else to go, they go to the streets. . . . Not only the veterans, but the poor, the blacks, the Hispanics are angry. . . . If these crazy people up in Washington don't wake up and see what they are doing they're going to suffer, but unfortunately we're going to suffer, too."

Even though Elmore delivered most of his fire on the Reagan administration and especially Stockman, he did say, "Ronald Reagan is only following in the footsteps of (Presidents) Carter, Ford and Nixon in kicking the veterans."

Elmore urged the veterans to take their case to Congress.

He said, "If we don't let them know our feelings, we're going to lose what little we've got. . . . I've sort of given up on the White House. I can't influence the White House and I'm not going to waste my energies. But we sure as hell can influence (U.S. Rep. Richard A.) Gephardt, (U.S. Sen. John C.) Danforth, (U.S. Rep. William L.) Clay, (U.S. Sen. Thomas F.) Eagleton and (U.S. Rep. Robert A.) Young."

Model Lesson Source #2



The daily newspaper provides a great deal of assistance in a consumer rights and responsibilities program. It is filled with information, advertising, discussion of business problems, cartoons portraying consumer situations, information on new consumer laws, and ideas on enforcement of consumer laws. The St. Louis Post-Dispatch's dollars/sense section offers teachers a unique teaching tool to strengthen and reinforce good consumer practices. Through practical, realistic examples found in the newspaper, students are given an opportunity to learn how to use a credit card wisely, how to budget, and how to effectively shop for sales.

In studying about consumer rights and responsibilities, it is important for students to understand how laws affect businesses. The model lesson, "Business, Law and the Consumer," helps the students to recognize the impact that laws dealing with businesses have on the consumer by analyzing the costs and benefits. When discussing ways to handle complaints, budgeting, or dealing with consumer situations in a responsible manner, law-related students should not overlook newspaper comics. These specific comic situations provide concrete ideas of consumer rights and responsibilities, as exemplified by the model lesson, "Consumer Rights and Responsibilities as Seen Through Newspaper Comics".

The daily newspaper also provides examples of how consumer laws are enforced. The newspaper may be used to demonstrate that it is the consumer who often must put consumer laws to work in the marketplace. The model lesson, "Enforcement of Consumer Laws," also shows that the consumer must utilize those laws and make his/her complaints known to the proper resource agency.

Newspapers can be valuable resources when learning about contracts in the law-related classroom. The model lesson, "Contracts Through Newspapers," shows the teacher how to use the newspaper to develop a lesson on contracts.

The model lessons that follow are examples of how the newspaper can be used to introduce or reinforce consumer law-related concepts.
As the teacher develops a consumer law unit using the daily newspaper and appropriate texts, current local stories can provide an excellent resource for emphasizing law-related vocabulary words. The teacher should encourage students to add additional words to this list.

LAW-RELATED TERMS IN THE NEWSPAPER

advertise	goods	right
business	interest	seller
complaint	party	services
contract	regulate	warranty
fraud	responsibility	

Lesson Title:

Business, Law and the Consumer

Objectives:

After completing this lesson, the students will be able to:

1. Understand how businesses are affected by laws.
2. Recognize the impact of law on the consumer.

Materials:

A Daily newspaper—business section
Model lesson source—"Vess introduces Non-Carbonated Enriched Soft Drinks," St. Louis Globe-Democrat, Wednesday, January 7, 1981.
Young Consumers, Second Edition (See pages 1-18 and 28-29 for example.)
The Rights and Responsibilities of Citizenship in a Free Society (See the appendix section entitled "Consumer Law" for example.)
Other law-related texts
NOTE: Before beginning this lesson, students should have an understanding of goods, services, and advertisements.

Procedure:

1. Have students look through the daily newspaper and find articles that demonstrate how businesses are affected by law. (See model lesson source for example.)
2. Ask students to read the article(s) and discuss the following:
   a. Why was this law put into effect?
   b. How did this law affect the Vess Company?
   c. How did this law affect the vending machine company?
   d. How did this law affect the consumer?
3. Taking the position of the consumer, would you rather buy stock in the Vess Company or buy stock in the vending machine company or both? Explain your answer.

1. Interview a businessperson as to how laws affect his or her business. Ask for examples of laws that they feel are both restrictive as well as helpful. Bring these interviews into class and make a chart as to those laws that help businesses versus those that hinder businesses.
2. As students read in the newspaper about new laws that could affect businesses, have them invite a representative from a particular business that would be affected into class to get a first-hand opinion of the law and its strengths and weaknesses. (For example, a proposed 12¢ tax on gasoline — up from 5¢.) Likewise, students should be encouraged to bring in the opposite viewpoint for comparison and critical thinking.

Vess introduces non-carbonated enriched soft drinks

Vess Ltd., St. Louis-based regional soft drink manufacturer, has introduced a line of non-carbonated, Vitamin C-enriched soft drinks in cherry, grape, orange, fruit punch and lemonade flavors.

The new Vess line meets the new nutritional requirements of the U.S. Department of Agriculture for the sale of soft drinks on school premises, according to Mike Duffy, director of advertising and marketing for the company.

Those new standards, announced last July 1, prohibit the sale of carbonated soft drinks in schools each day until after the end of the last lunch period of the day. The new product is not so restricted, Duffy explained.

"We're concentrating our efforts towards vending operators serving schools throughout the Midwest," he added.

Model Lesson Source

Lesson Title:
Contracts Through Newspapers

Objectives:
After completing this lesson, the students should be able to:
1. Explain the importance of a contract in a business transaction.
2. Identify at least two points that should be covered in a contract.

Materials:
A daily newspaper
Model lesson source — "Contract Awarded for Lighting Sides of Eads Bridge," St. Louis Post-Dispatch, Sunday, January 25, 1981.
Young Consumers, Second Edition (See pages 65-71 for example.)
The Rights and Responsibilities of Citizenship in a Free Society (See the appendix section entitled "Consumer Law" for example.)
Other law-related texts
NOTE: Before boginning this lesson, students should have a working definition of the words contract and services.

Procedure:
1. Ask students to find examples of newspaper articles dealing with contracts.
2. Ask students to read the articles. Discuss the following:
   a. What is the contract?
   b. Why is a contract important in this particular business transaction?
   c. Who are the two parties entering into the contract?
   d. Before awarding the contract, what did the St. Louis Port Commission think were some of its concerns?
   e. Name at least two points that should be covered in the contract.
3. Ask students to look in the want ads of their daily newspaper to find some services that they would want to have done to their home or apartment. (Students would find it helpful to check the Service Directory of the classified section in the St. Louis Post-Dispatch and/or the St. Louis Globe-Democrat.)
4. Assuming that each student wanted to contract a service, have each student make a list of what concerns should be included in a contract.
5. Have each student select one service he or she would like performed and devise a contract for that service.
6. Students could then act as lawyers and review the contracts to make certain they are clear and meet the needs of their clients. A lawyer could be invited as a resource person to discuss the students' contracts.

1. Show students a copy of a service contract and discuss the terms in the contract. In addition discuss the importance of reading it carefully, and the different points that need to be covered in a contract.
2. Invite a person to class who has just signed a contract — an athlete, a media person, or a particular type of worker. Have students develop questions they might ask these individuals before signing a contract.

Contract Awarded For Lighting Sides Of Eads Bridge

By Phil Sutin
Of the Post-Dispatch Staff

After being shrouded in darkness for 108 years, the sides of historic Eads Bridge are scheduled to be lighted at night, beginning July 4.

The lights will accent the top and arches of the bridge across the Mississippi River. The St. Louis Port Commission awarded a $153,000 contract Friday to Marc Electric Corp. of Bridgeton to install the lighting fixtures. Members of the Port Commission said the Veiled Prophet Organization is expected to pay $125,000 for the work as part its "V.P. Fair," a three-day festival scheduled for the July 4 weekend.

Commission members were somewhat skeptical about awarding the contract because Marc's bid was about $100,000 less than the estimated cost of the work. They were also concerned because the firm was organized only recently.

Thomas R. Ruzicka, president of the firm, said his bid was low because much of the lighting system will be prefabricated — providing a considerable savings in labor costs. Although the firm is new, its executives have considerable experience as electricians and electrical contractors he said.

The Port Authority had anticipated that the lighting would cost about $250,000. The Veiled Prophet Organization would pay half the cost and the city, using federal community development funds, the other half.

The Veiled Prophet Organization will pay for maintenance of the lights.

The bridge is a nationally designated historic structure owned by the Terminal Railroad Association. The city's Heritage and Urban Design Commission has approved the lighting and the railroad will not charge rent for the lights.

The bridge, a daring engineering feat of its day, opened in 1874 after taking eight years to build. Spanning 1,627 feet, it was the largest bridge of its time, and was the first major bridge to use steel in its structural framework. It is named after its designer and builder, James B. Eads, a self-taught engineer.

Model Lesson Source

Lesson Title:
Enforcement of Consumer Laws

Objectives:
After completing this lesson, the students will be able to:
1. Identify the need for the enforcement of consumer laws.
2. Recognize the need for citizens to be actively involved in encouraging the enforcement of consumer laws.
3. Understand and delineate the steps in initiating consumer laws.

Materials:
A daily newspaper — consumer section
Model lesson source #1—"Sears, Kellwood Deny FTC Charges on Product Contracts," St. Louis Globe-Democrat, Saturday-Sunday, April 11-12, 1981.
Model lesson source #2—"FTC Trying Again on Funeral Homes," St. Louis Post-Dispatch, Thursday, December 18, 1980.
Young Consumers, Second Edition (See pages 8-17 for example.)
The Rights and Responsibilities of Citizenship in a Free Society (See "Consumer Law" in the appendix for example.)
Other law-related texts
NOTE: Articles dealing with the enforcement of consumer laws can involve many new terms which might cause some difficulty for the students. Because of this, vocabulary terms need to be carefully defined as students are reading the article. For example, in model lesson source #1 such terms as supplier, retailer, sales suspension, and Federal Trade Commission need to be discussed so that the students fully understand the article.

Procedure:
1. After students have studied the development of consumer laws, have them go through the newspaper and find an example of a consumer law that is being enforced. (See model lesson source #1 for example.)
2. Ask students to read the article. Discuss the following:
   a. What is the consumer law?
   b. How does this consumer law benefit the consumer?
   c. How can this consumer law be enforced?
   d. If this consumer law were not enforced adequately, what problems could arise?
   e. Does enforcing this law create special problems? Explain.
   f. What effect does enforcement of consumer laws have on consumer prices?
   g. How do you think the FTC might have heard about the problem in the article?
   h. Why is it important for citizens to actively encourage the enforcement of consumer laws?

NOTE: Some newspaper articles, like model lesson source #2, allow students to discuss whether new consumer laws should be written.

3. Divide the class into two groups by counting off "one, two; one, two;" etc. The "one's" will represent FTC staff people and the "two's" will be funeral directors.
4. Ask the FTC staff to read the article carefully and explain why there should be a law. Have the funeral directors explain why there should not be a law.

Have students research the particular state laws dealing with funeral homes and their enforcement. (Note: The Attorney General's office would be a good place to begin the research.)

Sears, Kellwood deny FTC charges on product contents

Sears, Roebuck & Co., the world's largest retailer, and St. Louis-based Kellwood Co., a Sears supplier, exaggerated the amount of down filling in garments, the Federal Trade Commission charged Friday.

Sears chairman Edward R. Telling called the FTC allegations "unfair and unwarranted." A Kellwood spokesman said, "We are perplexed by the suit and shocked at the FTC action. We plan a vigorous defense."

The FTC alleged that Sears and Kellwood knowingly violated the law after being told by the FTC that misrepresenting down content was illegal. The commission charged the companies with putting inaccurate down content labels on garments and falsely advertising the content of the soft, fluffy feathers.

Telling said the industry acknowledged there was a down labeling problem in 1976 "and the FTC is now acting against the only retailer which voluntarily conducted a complete and well-publicized correction program."

He said Sears in November 1978 stopped selling all products containing down, sacrificing sales of $22 million to $25 million during the pre-Christmas selling season. Telling said the sales suspension was ordered because of questions about the accuracy of tests on the garments, which later were relabeled. In January 1979, Sears offered refunds to consumers who bought the products before the relabeling program, he said. Telling said the FTC began its inquiry in December 1978.

Kellwood also took precautions — including its own quality control tests — to protect the consumers, its spokesman said.

Sears and Kellwood officials said they were advised by the Justice Department only Wednesday that it had reviewed the matter and declined to take the case to court on behalf of the FTC.

Model Lesson Source #1

FTC Trying Again On Funeral Homes

WASHINGTON (AP) — The Federal Trade Commission, which drew heavy congressional criticism over an attempt last year to regulate the funeral industry, is trying again.

The FTC proposed Wednesday that funeral homes be required to give prices on request over the telephone and to make itemized price lists available for inspection. The commission said funeral home customers frequently have trouble getting such information quickly when they need it.

The regulation cannot take effect until the public has 60 days to comment and after a 20-day period for rebuttal comments. The commission would then have to meet again to make the ruling formal.

The proposed regulation apparently would be free from any attempts by the Reagan administration to stop it. President-elect Ronald Reagan has said he thinks there are too many federal regulations.

Congress, however, could stop it.

When the commission proposed a similar regulation in March 1979, the House voted to kill the regulation before it could take effect. In a compromise with the Senate, the eventual law required new procedures necessitating a second proposed rule.

The law, passed last spring, allows states to pre-empt FTC regulations if they meet requirements set by the FTC.

Besides requiring that potential customers be given easy access to price information, the commission wants to forbid several practices that it says are commonplace. Those include:

— Misrepresenting the requirements of law or of particular cemeteries. Funeral directors, for example, could not say that embalming is required when it is not.

— Saying a funeral home's services will delay decomposition for a long period.

— Forcing customers to buy a casket even if they pay for cremation.

— Embalming a body without the family's permission and then adding the fee to the bill.

Howard Raether, executive director of the National Funeral Directors Association, declined to comment after the FTC meeting.

The association lobbied in Congress against the earlier FTC proposal, saying the regulations would force up the price of funerals. But Raether declined to say if he felt the new proposal would lead to higher prices.

FTC Chairman Michael Pertschuk said, "The proposed rule will not interfere with the funeral director's right to honestly and fairly practice the profession, nor will it impose undue compliance or bookkeeping burdens.

"What it will do is to ensure that the level of truthful, needed information disclosed now by many responsible funeral directors becomes the standard for all."

Model Lesson Source #2

Lesson Title:

Consumer Rights and Responsibilities as Seen Through Newspaper Comics

Objectives:

After completing this lesson, the students will be able to:

1. Recognize the importance of handling each consumer situation in a careful manner.
2. Explain the most appropriate ways of handling consumer complaints.

Materials:

A daily newspaper comics
Model lesson source #1—"Hi and Lois," St. Louis Post-Dispatch, Saturday, January 24, 1981.
Model lesson source #2—"Nancy," St. Louis Globe-Democrat, Friday, January 2, 1981.
Model lesson source #3—"Amy," St. Louis Post-Dispatch, Thursday, January 22, 1981.
Young Consumers, Second Edition (See pages 85-91 for example.)
The Rights and Responsibilities of Citizenship in a Free Society (See "Consumer Law" in the appendix for example.)

NOTE: Students should have a knowledge of consumer rights and responsibilities in handling a complaint. It should be noted, that though this lesson deals with the use of comics and how cartoon characters handle complaints, the comics can be used to develop lessons on handling money wisely, banking, consumer laws, and many other areas of consumer rights and responsibilities.

Procedure:

1. Ask students to look through the newspaper and find an example of a comic in which people are thinking about buying a product. (See model lesson source #1 for example.)
2. Ask students to identify what the character wants to purchase and how the character handles the situation by discussing:
   a. What happened in each cartoon frame?
   b. Was the consumer a careful buyer? Explain your answer.
   c. Why is being a careful reader an important skill for the consumer?
3. Then ask the students to look in the newspaper for comics that deal with consumer situations where the comic character had a complaint of some kind.
4. Using model lesson source #2 and model lesson source #3 as examples, have the students explain the complaint of each cartoon character.
   a. What was the complaint?
   b. Is each complaint a fair one?
   c. How are the situations similar? How are they different?
5. What are the rights and responsibilities of the consumer in situations like these? Explain fully.
6. Have students make up an additional frame for each cartoon on how they would handle each situation.
7. Using the additional frames, have students role-play these additional frames.
   a. Have the class decide which role-play was the most appropriate action for each consumer.
   b. Why would the above action be most appropriate?

HI and LOIS—By Mort Walker and Dik Browne

THIS COUPON SAYS WE CAN SAVE 50% OFF ON A MAGAZINE SUBSCRIPTION.
READ THE FINE PRINT.
REGULAR SUBSCRIPTION $25 !
HECK, WHY NOT SAVE 100%

Model Lesson Source #1

NANCY

Model Lesson Source #2

AMY--By Jack Tippit

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"Wups! You put the dip of pistachio between the chocolate chip and the strawberry 'stead of between the vanilla and butter pecan where it belongs."

Model Lesson Source #3

1. Have students keep a file of consumer comics and make a bulletin board of these comics. The bulletin board could then be divided into two sides.

Best Ways of Handling a Consumer Complaint	Least Appropriate Ways of Handling a Consumer Complaint

2. From additional comics collected, students could develop other examples of consumer rights and responsibilities.

JUVENILE LAW

When teaching about juvenile law, the daily newspaper is an important local and current tool for supplementing existing law-related texts and lessons. The first model lesson, "Juvenile and Adult Criminal Law," helps students review the differences between juvenile and adult criminal law. The second model lesson, "Juvenile Problems," stresses the importance of helping students learn how to help themselves and others solve problems. The daily newspaper can be a positive means of reinforcing the idea that the individual is responsible if he or she breaks the law. The third model lesson deals with consequences of action.

A juvenile law program needs to reinforce the idea that the act of breaking a law has consequences for the juvenile involved, the victim or victims, and the community in general. The daily newspaper is an excellent resource for helping students see what can happen if they do not think before they act. Young people who hitchhike or accept rides from strangers, or who disobey curfew laws or who vandalize property can all be examples of the consequences of actions as portrayed by the daily newspaper.
The daily newspaper is also a very useful tool in helping the law-related teacher establish a sense of reality about legal issues. The newspaper demonstrates that all people in all neighborhoods can have problems with the law.

Even though juvenile hearings are closed to the public and a juvenile's name excluded from a newspaper story, except under certain circumstances, stories of juveniles are very valuable teaching resources. They provide reality to the concept that "people can get caught" and "people can be held accountable for their actions."

The model lessons that follow focus on one aspect of the juvenile court — juvenile delinquency. The daily newspaper also provides current and local articles on a variety of other cases that the juvenile court handles, including adoption, child abuse and neglect.

The following pages contain model lesson plans in the area of juvenile problems and law. These model lesson plans should serve as examples for the teacher who is developing lessons for his or her own class. As the teacher develops this, using the appropriate texts and the daily newspaper, current local stories can provide an excellent resource for emphasizing law-related vocabulary words. The teacher should encourage students to add additional words to this list.

LAW-RELATED TERMS IN THE NEWSPAPER

adult alternatives	counsel	offense
certification as adult	delinquent	problems
child abuse and neglect	detention	restitution
consequences	due process	testimony
	juvenile	vandalism
	juvenile court	victim

NOTE: The age of a juvenile varies from state to state. In Missouri and Illinois a person is considered a juvenile who is under age 17

Lesson Title:

Juvenile and Adult Criminal Law

Objective:

After completing this lesson, the students will be able to:
Review the differences between juvenile and adult criminal law.

Materials:

A daily newspaper
Model lesson source—Collage
Juvenile Problems and Law, Second Edition (See pages 44-46 for example.)
The Rights and Responsibilities of Citizenship in a Free Society, (See the "Juvenile Court" in the appendix for example.)
Missouri Bar pamphlets — "Your Rights if Arrested," "You Can't Touch Me," and "Juveniles and the Law."
Other law-related texts.
NOTE: Before beginning this lesson, students should review their juvenile law materials and identify the differences between juvenile law and adult criminal law.

Procedure:

1. Have the students read through the newspaper and select articles dealing with juvenile law and adult criminal law. (See model lesson source collage on the next page for example.)
2. Have students make a list on the chalkboard of the differences between juvenile and adult criminal law.
3. In reviewing the differences, discussion questions might include the following:
   a. Why is the name of the juvenile suspect eliminated?
   b. What is the age of the juvenile?
   c. What is the age of the adult?
   d. Could the juvenile be certified as an adult for the offense committed? Why or why not?
   e. Does the newspaper use the terms used by the juvenile court?

Driver Is Booked In Fatal Accident

Jeffrey C. Smith, 17, has been booked suspected of manslaughter in the two-car crash in which five persons were killed late Friday.

Smith, of the 900 block of Edgerton Court, Manchester, was released Sunday, however, pending application of a warrant. Police said warrants would be applied for this afternoon.

St. Louis County police said the accident occurred about 11 p.m. as Smith was driving east on South Outer Road of U.S. Highway 40, just west of Woods Mill Road. Police said Smith was trying to pass two cars when he struck a vehicle driven by Carol A. Hill of Fulton, Mo.

Killed in the accident were Mrs. Hill, 49, and her passengers: her husband Dr. James E. Hill, 51; her daughter, Julie Leisinger, 21; and Miss Leisinger's aunt, Beverly L. Berg, 51, of the 1800 block of Rockmoor Drive, Chesterfield. Also killed was Brian S. Frawley, 16, of the 100 block of Williamsburg Estates, Ballwin. He was a passenger in the Smith car.

Police said no liquor or drugs were found in the Smith auto. Smith was taken to St. John's Mercy Medical Center, 615 South New Ballas Road, Creve Coeur, for treatment.

2 Held In Burglaries At Official's House

A 21-year-old St. Louis man and a juvenile have been arrested in connection with two burglaries this month at the residence of state Rep. Fred E. Williams.

Raynard Tate of the 1200 block of Goodfellow Boulevard was charged Friday with receiving stolen property and a 15-year-old boy was booked on suspicion of two counts of burglary and turned over to juvenile authorities.

The two were arrested Thursday after police recovered a diamond ring and a gold bracelet taken from Williams' house after searching Tate's residence, a neighboring house and a house in the 6100 block of Garesche Avenue. The jewelry was valued at $2,000.

Burglars broke into Williams' house in the 5800 block of Julian Avenue on Jan. 7 and again Jan. 19. Five fur coats, household items, jewelry, a television set and radios with a total value of nearly $9,000 were taken, police said.

Tate was released on recognizance bond.

JUVENILE DETENTION: A bill requiring juveniles to receive a hearing on whether they should be held in detention within 72 hours after their arrest was passed by the Senate Wednesday. The bill is a result of an incident in Butler last year in which a girl was held for 16 days before her case was brought before a juvenile judge.

Indicted In Killing

LIBERTY, Texas (AP) — Vickie Daniel has been indicted on a charge of first-degree murder in the Jan. 19 slaying of her husband, former Texas House Speaker Price Daniel Jr.

Mrs. Daniel, 33, has been free on $50,000 bond since she was charged last week.

Model Lesson Source Collage

Lesson Title:

Juvenile Problems

Objectives:

After completing this lesson, the students will be able to:

1. Recognize the importance of an individual working on solving his or her own problems before they become problems with the law.
2. Identify ways that they can work in a group to solve problems that relate specifically to juveniles.

Materials:

A daily newspaper

Model lesson source #1—"Peer Panel" collage, St. Louis Post-Dispatch.

Model lesson source #2—"Scare Tactics Abandoned in Efforts to Cut Drug Use," St. Louis Globe-Democrat, October 13, 1980.

Juvenile Problems and Law, Second Edition (See pages 1-20 for example.)

Other law-related texts

Procedure:

1. In conjunction with their lesson covering problem solving, have students read copies of "Peer Panel" letters in the newspaper from metropolitan area teenagers. (See model lesson source collage #1 for example.)
2. Ask students to take these letters and define what the problems are. (NOTE: Some teachers may feel more comfortable selecting the letters due to the sensitive nature of some letters.)

NOTE: Have students review the basic steps of problem solving. (See page 6 of Juvenile Problems and Law, Second Edition, or page 20 of this Newspapers and Law-Related Education Guide for example.)

3. Have students discuss what might happen to the person if he or she does not get help with the problems.
4. Have students rank in order the problems they think are the most important to the least important, and give reasons for their decisions.
5. Next, have the students make a list of the problems on the chalkboard. Ask each student to come up with a written plan to deal with the problems. Discuss whether the student's decision differed from the answer given by the "Peer Panel." Is the alternative solution better than the one given? Ask students to discuss what makes a good solution.
6. As a class, discuss the importance of working through problems. Are there other places in a newspaper that might help people deal with their problems? If so, list these on the chalkboard.
7. Have students find an article(s) that deals with problems of

Apologetic Friend Is A 'Pain'

DEAR PEER PANEL: We go to St. Clement School and we need your help before we lose a friend. The problem is she used to be fun, but now she's beginning to be a pain. She always puts herself down and says she's stupid and that everyone else is perfect. She thinks she's ugly, and dumb and that's not true.

The thing that bothers us most of all is that she always says things are her fault and says she's "sorry" for every little thing, like when she is finished using your comb or brush. She always says, "I'm sorry" whenever she asks a favor, and the list continues forever.

It would be a miracle if she could go for one day without saying, "I'm sorry" or "It's all my fault."

Everyone thinks she is fishing for compliments, but we think she fishes too much. It gets to be so routine it has no sincerity.

She could be popular but doesn't give herself a chance. We want to tell her that everyone is getting sick of her attitude. What should we do?

S. O. S.

BE BLUNT. Tell your friend she's really going to be sorry unless she stops saying "I'm sorry," because all of you are tired of hearing it. But understand that breaking a habit isn't easy.

We suggest you try the following strategies to help her: (1) Count the number of times she says "I'm sorry" or, "It's all my fault" in an hour when you're with her, or in a day. Then give her the final tally. (2) See if you can get her to put a nickel in a jar for every time she says "I'm sorry," etc. (3) Make a bet — for a dinner at a nice restaurant, for instance — that she can't go a day without saying "sorry." And then hope she wins. You may be out a dinner, but you won't have to hear her say "I'm sorry" any more.

We think any of these strategies will work. One of the panel members has considered putting a nickel away for every "uh-huh" she says. Another member had a teacher who said "OK"

DEAR PEER PANEL: I'm a 14-year-old girl and I have a girlfriend who is 17 who is always jumping on my case. When I ask her not to do something that is bothering me, she just keeps right on doing what she was, anyway. Plus we fight pretty much and her mom is always saying if we don't stop fighting, she is going to make us stop hanging around with each other.

We fight about really stupid things. What should I do? Sincerely

BOTHERED

EITHER CALL A TRUCE or retreat to your own corners. You said it, it's stupid to fight about stupid things. And we think it's stupid for you two to stay friends and spend so much time together if neither of you are going to try to be agreeable.

peer panel

Both of you could stop yourselves from saying nasty things when you feel you're on the brink of a fight. But if neither of you are willing, forget the whole friendship for now. Some of us on the panel wonder why you've stayed friends for so long, if you feel she's pushing you around. We also have to wonder if she has *any* friends her own age. If she doesn't, that's a tip-off that she has an odd personality.

So make an agreement to try harder, if you can. Both of you should cultivate new friendships, too.

Here's a letter on the proverbial problem of "friends and lovers":

DEAR PEER PANEL: I've written to you before and taken your advice so I decided to write you again.

You see, there's this guy I like (I'll call him John) whom I've liked since sixth grade. But only this year has the feeling deepened so that I can say I love him. I've wanted to go out with him for so long and here's the problem: He got his driver's license over a month ago and he still hasn't asked me out.

It has gotten to the point where I am putting myself down constantly and am groping for excuses. All my friends say I'm pretty and have a great personality and have everything going for me. If this is so, how come John doesn't think so? If he does, how can I go about making him show me how he feels?

I have always thought of myself as being bright, but this one stumps me. Please help me solve it.

I'm 15, and we're both sophomores and have classes together.

HOW LONG MUST I WAIT

SINCE YOU'VE CARR'ED a torch for about five years, we don't doubt your sincerity about liking this guy. But maybe you've been "just friends" for so long that he doesn't want to risk spoiling the relationship by changing the way things are going.

Does he ask out other girls on dates? If so, our theory that he wants to remain "just friends" may be the bottom line. In that case, you should think about other guys as romantic dates.

Probably there are other guys

juveniles. (See model lesson source #2 on the next page for example.)

8. Have students read the article(s) and describe the problem.
9. Then, explain why people feel that the problem is important to solve. How could this problem become a problem with the law?
10. Have students explain the following:
    a. What can an individual do to help solve this problem?
    b. What can a group do?
    c. Is it better to work as an individual or a group to solve this type of problem? Explain fully.

Model Lesson Source Collage #1

Scare tactics abandoned in effort to cut drug use

By JODI ENDA
Globe-Democrat Staff Writer

Ten years ago, school administrators tried to frighten students away from drugs and alcohol by showing them films depicting the horrors of addiction.

Elementary and secondary school students all over the country saw pictures of extremely deformed babies born to women who used drugs. The terrifying documentaries should have been enough to keep anyone away from the "evil" stuff.

But they weren't.

SO, 10 YEARS LATER, administrators are abandoning those "scare tactics" and looking for more realistic methods of reducing students' use of drugs and alcohol.

Instead of trying to completely stamp out drug and liquor consumption with fear and the threat of heavy discipline, some administrators are softening their approaches to student users by trying to understand them. Working with teachers and parents, they are aiming at the heart of the problem.

"We're not a goody-two-shoes group out to change what's going on in every community," said the head of a Clayton School District task force on drugs and alcohol.

"The idea is to be aware of the problems, to educate the parents and to possibly further educate the students. We are trying to search out a problem which is not new," continued Tom Brown, a parent and chairman of a Parent-Teachers' Association task force.

THE PROBLEM MIGHT not be new, but Clayton's strategy is.

The committee wants to learn the extent of drug and alcohol use and it wants the students themselves to provide the information.

Students at Clayton High School and Wydown Junior High will receive questionnaires this month asking whether they use drugs and alcohol and, if so, what types and how often, said Judy Moyer, district director of community relations.

The results of that survey, to be answered anonymously, will be compared with the findings of questionnaires that will be mailed to randomly selected parents asking whether they think their children use drugs or alcohol.

Parents' responses, and the differential between their perceptions of drug and alcohol use and reality, will dictate the task force's approach to the problem.

WHILE DRUG AND alcohol use among Clayton students may not be any worse than in most districts, parents and administrators want to "solve it before it gets out of hand," Miss Moyer said.

"We feel we do not have any dire problem, anything worse than any other school district," Brown said, "but we're not lily white either."

Some students' use of drugs and alcohol at school dances and on field trips last year prompted teachers to withdraw their sponsorship of after-school activities, the task force reported.

And when a high school administrator's car was covered with paint during a prom last spring, the future of school dances was questioned.

Such incidents at school-sponsored activities are "putting a lot of burden on the teachers," Brown said. "They don't feel they are getting backing from parents."

AS A RESULT, the task force is gearing much of its energy toward educating parents on drug and alcohol use and offering guidance in handling abuse.

Some of the task force's preliminary ideas to help parents cope with their children's use of drugs or alcohol include publishing guidelines for establishing rules such as curfews, listing parents' successes in solving abuse problems and offering alternative activities to bored children.

(In a recent give-and-take interview with the nation's top drug enforcer, some Clayton students said a lack of extra curricular activities leads some to smoke marijuana. They told Peter B. Bensinger, head of the Federal Drug Enforcement Administration, that school activities in St. Louis are limited. "There's not enough going on," one student said.)

Distraught about parents who permit their children to use drugs and alcohol, the task force has suggested asking such parents to reverse their views and also to deny alcohol to other children visiting their homes.

"VALUES PLAY A CRITICAL role in the use and abuse of drugs and alcohol," noted Gertie O'Leary, parent and leader of a task force subcommittee. For that reason, the task force wants to get more parents involved with its work, she said.

"When you're talking about a district this large and you have 30 or 40 parents volunteering, that's good, but not good enough," Brown said. "We are negligent as parents."

The task force will ask parents to volunteer for committee work during an open house this month.

ANOTHER COMMITTEE should be composed of students, the task force recommended, to discuss such things as peer pressure in using drugs and alcohol and ways to tactfully avoid it.

For example, what should a non-drinker do at a drinking party, the task force asks. Dump a drink in a potted palm? Fill a beer can with soda?

To tackle drug and alcohol use in school, the task force's preliminary report suggests forming a student judicial system, with power to distribute demerits for irresponsible behavior. Good behavior could be rewarded through a "good teen center," with dancing, a game room and concessions, the report states.

Administrators and teachers can get into the act, too, according to the report, by sponsoring extracurricular activities after school and on weekends as party alternatives.

IF STUDENTS ARE caught with drugs or alcohol, punishment should be strict, the task force says.

It advocates firm police action in enforcing curfews, breaking up parties and reporting such incidents to parents.

Members of the Clayton Board of Education indicated they were pleased with the task force's preliminary report.

Final recommendations will be made to the school board Nov. 19, after the surveys have been compiled and analyzed.

Model Lesson Source #2

Lesson Title:

Consequences of Action

Objectives:

After completing this lesson, the students will be able to:

1. Identify how the consequences of an action can affect the individual involved.
2. Identify how the consequence of an action can affect the victim.
3. Recognize that one's actions can affect the lives of others in his or her community.

Materials:

A daily newspaper
Model lesson source #1—"Youth Driving Illegally Seriously Hurt in Crash," St. Louis Globe-Democrat, Thursday, April 16, 1981.
Model lesson source #2—"Laundry Attendant Killed for $28.00," St. Louis Globe-Democrat, Saturday-Sunday, May 31-June 1, 1980.
Model lesson source #3—"6 Charged in School Vandalism," St. Louis Post-Dispatch, Friday, May 30, 1980.
Juvenile Problems and Law, Second Edition (See pages 92-113 for example.)
Other law-related texts

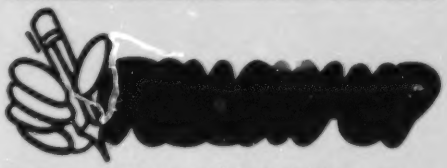
NOTE: The articles relating to consequences of action can deal with either adults or juveniles. The purpose of this lesson is to stimulate students to think about the results of a particular action.

Procedure:

1. In conjunction with their lessons, have students read an article from the newspaper that deals with consequences of action. (See model lesson source #1 for example.)
2. Have the students make a list of the consequences of the individual's actions from those mentioned in the article.
3. Have students read another article dealing with consequences of action. (See model lesson source #2 on the next page for example.)
   a. What are the consequences of this action for the person or persons committing the offense?
   b. What are the consequences for the victim's family?
   c. What are the consequences for the neighborhood?
4. Next, have students read a third article dealing with consequences of action. (See model lesson source #3 on the next page for example.)
   a. What are the possible consequences for the individuals involved?
   b. What are the possible consequences for the school?
   c. What are the possible consequences for the community?
5. Have students compare the three articles and make a list of the similarities and differences of the consequences for each offense.

Consequences of Action

	Article #1	Article #2	Article #3
Similarities			
Differences			



Ask students to go through the newspaper to find articles that have similar consequences of action. Ask a student to write a headline from one of the articles selected on the chalkboard. The student should ask what the story is about and what the consequences of action might be for the individual(s) involved, for the victim(s,) and for the community. Ask several students to discuss their findings.

Youth driving illegally seriously hurt in crash

By SAM RICHARDSON
Globe-Democrat Staff Writer

A 16-year-old West St. Louis County youth, under juvenile court supervision after a 1978 police chase in which a Des Peres policeman was killed, was seriously injured when a car he was driving hit a tree Monday, authorities said.

Steven Lee Elliott, of the 1800 block of Burlewood Drive, was driving without an operator's license at the time of the latest incident, police said.

ELLIOTT WAS in serious condition Wednesday at St. John's Mercy Medical Center.

Three other youths riding in the Elliott car were given medical treatment after the accident, which occurred about 10 p.m. Monday in the 1900 block of Pepperell Drive in the Benbush area, St. Louis County Police Lt. Eugene Dixon said.

Elliott was driving his parents' car when he lost control of it at

violations associated with Monday's accident, county Prosecutor George R. "Buzz" Westfall said.

IN THE EARLIER incident, Elliott, then 14, and two juvenile companions were driving at 3:40 a.m. on Christmas Eve in a car taken from a Manchester residence, police said. The youth drove through a red light, prompting a chase by three police departments.

At Manchester and Des Peres roads, Des Peres Officer John L. Oberkramer set up a roadblock to stop the speeding car. Police said Elliott drove the car across a median to avoid the roadblock and struck Oberkramer, 30, who was the father of four children. Oberkramer died later from his injuries.

Elliott was charged under the juvenile code in connection with the incident and remains under the jurisdiction of the juvenile court, police said.

Model Lesson Source #1

Laundry attendant killed for $28

By PATRICK GAUEN
Globe-Democrat Staff Writer

"I don't know why they had to kill her. She would have willingly given the money and never resisted," said David Bartholomew as he tried to understand why a robber killed his mother at an Alton coin laundry for $28 Friday.

Mrs. Bartholomew

Frieda Bartholomew, 52, was shot once in the stomach with a shotgun, just minutes after she walked the two blocks from her house in the 400 block of Augusta Street to her job as an attendant at the Ninth & State Laundromat, 1209 State St., police said.

Although the crime occurred behind large plate glass windows along a busy street, no witnesses were found, said Lt. Donald Sandidge, Alton's chief of detectives.

MRS. BARTHOLOMEW had worked at the laundry for about eight months "and really liked it," her son told The Globe-Democrat. "She enjoyed meeting the people."

She was a "super woman" and a "perfect worker," said laundry owner Gary Claxton, whose wife had opened the business and left Mrs. Bartholomew alone with $28 cash for making change.

Mrs. Claxton left at 6:50 a.m., and Mrs. Bartholomew's body was found by a customer who walked in about 20 minutes later, Sandidge said. The money was gone.

Her body was found behind a row of washing machines, along a bank of clothes dryers which are against a back wall.

"I can't figure out why she was shot unless she knew them. The only reason I can think of is they didn't want to be identified," Sandidge said of the robber or robbers.

CLAXTON AND Sherry House, owner of the S & H Heating Co., across the street from the laundry, are setting up a fund to provide at least $1,000 for information leading to the arrest and conviction of the killer or killers.

The laundry was held up several months ago, but no one was hurt that time, Claxton said.

There were no firm leads in Friday's killing, Sandidge said. "We have had some people tell us about cars seen in the area, and we're checking them out," he explained.

Police planned to stop traffic along busy State Street Saturday and Monday mornings, in hopes of finding a witness.

MRS. BARTHOLOMEW is survived by two sons, David, who was living with her, and Gary of Wood River. Her grandson, David Jr., 6, "stayed overnight and saw her before she left for work this morning," the boy's father said.

Her husband, who was a crane operator at Olin Corp., in East Alton, died in 1975. She had worked a year and a half in the restaurant of the Alton Venture Store before taking the laundry job.

Model Lesson Source #2

6 Charged In School Vandalism

Six Mehlville School District seniors were charged with second-degree burglary Thursday in connection with last week's vandalism of the Oakville Senior High School, 5557 Milburn Road.

St. Louis County police estimated damage to cost from $15,000 to $20,000 after a "senior prank night" spree May 22.

The six youths were put on administrative suspension Tuesday, pending the outcome of the school board's investigation of the incident, said Francis L. Ruppert, attorney for the school district.

The board investigation is expected to be completed today.

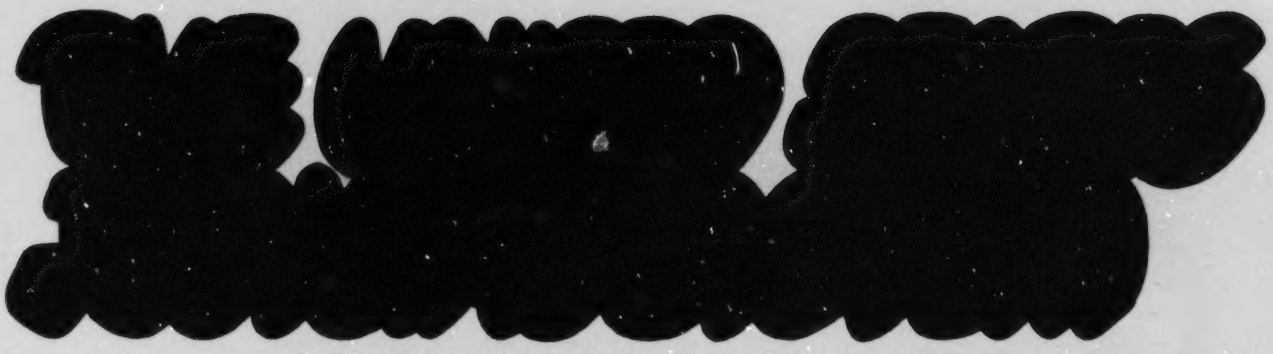
"The board is outraged by this vandalism and intends to seek, through the prosecuting attorney's office, prosecution to the maximum extent of the law," Ruppert said.

Those charged are: David A. Connors, 18, of the 4400 block of Ashfield Court in Oakville; David William Gray, 18, of the 700 block of Brevity Drive in Oakville; Scott Charles Siebert, 19, of the 2500 block of Brush Creek Road in Oakville; Ashley Neilson Rayburn, 18, of the 300 block of Susan Road in Oakville; Michael James Willey, 18, of the 700 block of Aqua Ridge Drive in Oakville; and Randy Handy, 18, of the 300 block of Kingston Drive in Lemay.

Police said Handy is the son of Robert Handy, 47, who has been charged with capital murder in the 1976 shooting death of Peter J. Halm. Dr. Glennon E. Engleman, 53, a south St. Louis dentist, also has been charged with capital murder in the Halm case. The two are in County Jail in Clayton awaiting trial on federal charges of mail fraud and conspiracy in connection with the Halm murder. They later will go to trial on the state's murder charges.

Bond for five of the students was set at $5,000 each. Willey's bond was set at $7,500.

Model Lesson Source #3



The daily newspaper can provide students with timely information on the United States judicial system. Among the many subjects covered are: conflicts and their resolution, a variety of local, state and federal cases, problems in the judicial system, attempts at change and reform, and citizen involvement as jurors and witnesses. Using the newspaper as a supplemental tool can reinforce a law-related unit on the United States judicial system.

The study of the United States judicial system involves an understanding of the courts as one method of resolving conflicts. The daily newspaper can be a vehicle for providing a broad picture of different kinds of conflicts. The model lesson, "Conflict Resolution: United States Court System," demonstrates that the newspaper can provide a variety of examples that will help stimulate a discussion on fair and reasonable means of conflict resolution.

In addition, the daily newspaper provides a current picture of changes in local, state, and federal courts. The model lesson, "Improving the Courts," provides a vehicle for students to look at the need for improving the judicial system and the important role citizens play in working toward the solution of problems in that system.

Any study of the courts should not just involve the way the courts are structured but should also emphasize court procedure. The daily newspaper can be used as an excellent resource for students to observe due process in action. In addition, the newspaper is an ongoing source of information to highlight the important constitutional issue of free press versus fair trial. Finally, the newspaper provides local examples of the significance of citizen involvement in the court system and in their vital roles as jurors and witnesses.

The following pages contain model lesson plans in the study of the U.S. judicial system. These model lesson plans should serve as examples for the teacher who is developing lessons for his or her own class. As the teacher develops lessons using the appropriate texts and the daily newspaper, current local stories can provide an excellent resource for emphasizing law-related vocabulary words. The teacher should encourage students to add additional words to this list.

LAW-RELATED TERMS IN THE NEWSPAPER

appeal	fact	precedent
attorney	felony	resolve
civil case	interpret	testify
conflict	judge	testimony
criminal case	juror	trial
defendant	jury	transcript
deposition	misdemeanor	verdict
due process	negotiate	witnesses
evidence	plaintiff	

Lesson Title:

Conflict Resolution:
United States Court System

Objectives:

After completing this lesson, the students will be able to:

1. Understand that there are alternative methods of resolving conflicts.
2. Identify the United States court system as one method of resolving major conflicts.

Materials:

A daily newspaper
Model lesson source—Collage
Court and Trials (See pages 1-8 for example.)
The Rights and Responsibilities of Citizenship in a Free Society (See "How the Law Works," and the "Court System" in the appendix for example.)
Other law-related texts.

Procedure:

1. Have the students look through the daily newspaper for ways people resolve conflicts. (See model lesson source collage on the next page for example.)
2. Then, ask students to explain how each article demonstrates ways to resolve conflicts.
3. Have students discuss the following:
   a. Which are the best solutions to the problems?
   b. Which ways do you feel could cause more problems?
   c. What conflicts did the courts resolve?
   d. Look at the conflict resolutions that did not involve the courts. Which ones could have benefited by using the court system? Explain.

1. Have students take the problems presented in their articles, and rewrite the articles using a different means of conflict resolution.
2. Students should consider the conflicts that take place everyday but are resolved peaceably and are not reported in the newspaper. Students might then discuss the following:
   a. Of the thousands of conflicts that take place everyday, how many make the newspaper?
   b. What types of conflicts are most likely to be reported? Why are they likely to be reported?
   c. What types of conflicts are least likely to be reported? Why?

Two small fires lit during jail protest

Firefighters quickly extinguished two small fires at city jail that had been set by protesting prisoners Monday, authorities said.

Murder Charge Issued In Immigrant's Killing

A capital-murder warrant was issued Tuesday against Roberto Acosta, 33, of the 1400 block of Lucas Avenue, in connection with the fatal shooting of his fiancee's son-in-law, a Mexican immigrant, during a dispute over

Man shoots fiancee, kills self, police say

RICHMOND, Va. (AP) — Larry Murphy, top aide to Gov. John Dalton, wounded his fiancee and then killed himself after an

Loan company to refund $3 million

From The Globe-Democrat Jefferson City Bureau

JEFFERSON CITY — The Nationwide Financial Corp. of St. Louis County, has tentatively agreed to refund $3 million to customers the state contends were overcharged on certain loans, the Missouri Division of Finance says.

The finance company has also agreed to reduce interest rates on

U.S. Plays Down Fishing Dispute

WASHINGTON (UPI) — Senior U.S. officials say they do not expect Mexico's termination of its two key fishing treaties with the United States to poison

New lessons in Iran-Iraq war

By WILLIAM CLAIBORNE
Globe-Democrat-Washington Post News Service

BAGHDAD, Iraq — The war between Iraq and Iran, which erupted 11 weeks ago with all the earmarks of a short, lopsided conflict, has settled into a protracted war of attrition in which one side is unwilling to mount a new offensive and the other is incapable of it.

As a result, the outcome most likely will be determined not on the battlefield in the classic military sense, but by how long the two countries can sustain their supply lines to the front and on how willing they are to continue fighting in the face of inevitable economic hardships at home.

THOSE ARE AMONG the conclusions

Analysis

drawing conclusions that they say will be important for the world to bear in mind as it considers the prospects of continuing instability in the Middle East.

Chief among these is that wars between two developing countries need not conform to the usual Third World pattern of short, limited clashes in which each side restricts its objectives to incapacitating the other's armed forces.

The Persian Gulf war has been taken to the economic arena — the oil installations of Khorramshahr and Abadan on the Iranian

Western diplomat.

The other major lesson military analysts are digesting is the pitfall faced by a stable, apparently militarily superior nation when it takes on an unstable revolutionary regime.

"This war shows the danger of getting into a fight with a country in the midst of a revolutionary process. It is like trying to have a boxing match with a madman. You can't stop if you want to, because in a revolutionary state reactions are not normal," said a military analyst from an Asian country.

IRAQI PRESIDENT Saddam Hussein has made unmistakable overtures to Iran for a cease-fire, observers noted, but the Iranian regime shows little sign of giving

Model Lesson Source Collage

Lesson Title:

Due Process and the Courts

Objectives:

After completing this lesson, the students will be able to:

1. Recognize the importance of due process in the court system.
2. Identify specific examples of United States constitutional guidelines in a trial.

Materials:

A daily newspaper

Model lesson source—"Jury Not Warned on Discussing Case: New Drug Trial is Ordered," St. Louis Post-Dispatch, Tuesday, December 30, 1980.

Courts and Trials (See pages 14-42 for example.)

The Rights and Responsibilities of Citizenship in a Free Society (See the "Court System" and "Due Process of Law" in the appendix for example.)

Other law-related texts.

NOTE: Students should have an understanding of the term due process, the constitutional amendments that deal with due process, and know what is involved in an appeal from their law-related materials.

Procedure:

1. Have students find an article(s) in the newspaper that deals with due process of law. (See model lesson source for example.)
2. Have students read the article(s). Then, ask them to decide which constitutional amendment is involved, and discuss the following:
   a. Is there a need for this kind of law? Explain fully.
   b. How does the term due process relate to this case?
   c. What reasons can you provide for having an appeal process in the courts?
   d. Does the type of crime with which the person is accused make any difference in the type of treatment he or she should receive in court? (For example, should a person accused of selling drugs be treated less fairly in court than a person accused of something less serious?)
   e. What do you think might happen if jurors discussed a case with their families before making their decision?
   f. What do you think a judge should do to make sure that jurors make their decisions only on the basis of evidence in the trial? What does the article suggest?

Jury Not Warned On Discussing Case; New Drug Trial Is Ordered

A federal appeals panel here has ordered a new trial for an area man found guilty of distributing cocaine, because jurors in the case weren't warned against discussing the case outside the jury room.

The ruling, by a three-judge panel of the 8th U.S. Circuit Court of Appeals, came Monday in an appeal by Wilbert Benjamin Williams, 33, who gave addresses in St. Louis and Jennings. Williams had been found guilty in March of distributing about 1 ounce of cocaine in March 1979.

After the verdict, Senior U.S. District Judge James H. Meredith sentenced Williams to 15 years in prison. Williams began the sentence in May at a federal prison in Wisconsin. The judge later turned down Williams' request that he be released on bond until the Appeals Court ruled.

In its opinion, the Court of Appeals noted that the jurors in Williams' case, after a one-day trial, deliberated for several hours, and then told Meredith that they were deadlocked and wanted to go home for the evening. The judge agreed to the request, but he didn't give the jurors a warning to keep their deliberations secret.

"It is precisely because of a tendency in human nature for people to discuss important or extraordinary occurrences in their day with family and friends that cautionary instructions became common practice in jury trials," wrote Chief Circuit Judge Donald P. Lay of Omaha, Neb.

"The danger that a wife or husband or other family members could make innocent suggestions during the evening concerning the case or criminal trials in general is too serious to be overlooked."

Model Lesson Source

Lesson Title:

Witnesses, Jurors, and Due Process

Objectives:

After completing this lesson, the students will be able to:

1. Explain the role of a witness and a juror in the court system.
2. Identify specific ways that a witness and juror are vital to providing due process in the court system.

Materials:

A daily newspaper
Model lesson source #1—Collage
Model lesson source #2—"What's the Diff?", St. Louis Post-Dispatch, Tuesday's Everyday section
Model lesson source #3—"Supreme Court to Decide if Judge May Reverse Verdict," St. Louis Globe-Democrat, Monday, January 12, 1981.
Courts and Trials, Second Edition (See pages 74-85 for example.)
The Rights and Responsibilities of Citizenship in a Free Society (See "How the Law Works," "Due Process of Law," and "The Bill of Rights in Criminal Cases" in the appendix for example.)
Other law-related texts

NOTE: Students should have a knowledge of the court system with an emphasis on understanding the role of a witness and that of a juror.

Procedure:

1. Ask students to find articles in the newspaper that have to do with the role of witnesses in the court system. (See model lesson source collage #1 for example.)
2. Ask the students to read one of the articles.
3. Discuss the following questions:
   a. Why is the witness important?
   b. What evidence does the witness provide?
   c. What problems would a trial without witnesses cause the defendant or the prosecution?
   d. In general, how would not using witnesses change the United States judicial system?

NOTE: Every Tuesday in the St. Louis Post-Dispatch is a cartoon called "What's the Diff?". This cartoon is really an exercise in careful analysis. There are two similar cartoon pictures. Readers can try to identify the differences between the two pictures.

4. Ask students to describe the differences in a "What's the Diff?" cartoon. (See model lesson source #2 for example.)
5. Discuss the importance of observing and remembering details if you are a witness. Why is it important for a witness to give detailed and accurate information about the case? Why is it often hard for a witness to do so?
6. Ask students to find articles pertaining to jurors. (See model lesson source #3 for example.)
7. After reading the article, discuss with the class how the jurors in this case might feel if their verdict were changed by the judge. What problems might occur if judges changed jury verdicts? Would there be any benefits? Explain.
8. Then, have the class develop a list of ways the court, media, and citizens could assist in making jurors feel that what they were doing was vital to a fair and impartial court system.

Man charged in 2nd robbery

George "Petey" Woods was charged with the robbery of the jewelry department at Stix Baer & Fuller's River Roads store after witnesses identified him in a lineup, police said Friday. Woods is also facing charges in a holdup at another jewelry store.

Jennings Detective Fred Morton said witnesses to the April 30 Stix robbery identified Woods in a lineup Thursday.

Woods was charged with second-degree robbery and armed criminal action Friday in warrants issued by St. Louis County Associate Circuit Judge Patrick Clifford, who set bond at $250,000.

Woods, of the 5000 block of Beacon Avenue, had previously been charged with the April 21 robbery at Zale's Jewelers, 402 N. Sixth St.

Woods also was booked earlier this week in a slaying case in which warrants are under advisement.

Secret witness is urged to call police about murders

Investigators are asking that a secret witness who provided information about the shooting deaths last month of Ellen Jane Dooling, 18, and Gary Joseph Consolino, 20, contact them by telephone.

The witness supplied information anonymously through The Globe-Democrat's secret witness program. The witness's secret six-digit code began with 35 and ended with 62.

Miss Dooling and Consolino were shot to death Nov. 15 outside her South St. Louis home.

Police Capt. Norman Jacobsmeyer, commander of the homicide division, said investigators have several questions they would like to ask the secret witness. Jacobsmeyer offered his assurance that everything the caller says will be kept in strict confidence.

Police urge the secret witness to call Jacobsmeyer or Detective Sgt. Herb Riley at 444-5371.

A fund of $30,000 has been established by the newspaper and several other donors for information leading to the arrest and conviction of the person or persons responsible for the Dooling-Consolino killings, the Oct. 23 slayings of four employees of Pope's Cafeteria in the West County Shopping Center in Des Peres and the Oct. 29 shooting deaths of Charles and Lottie Williams, an elderly couple whose bodies were found during a fire at their home in Glencoe in far West St. Louis County.

Model Lesson Source Collage #1

what's the diff

CAN YOU TRUST YOUR EYES? There are at least six differences in drawing details between the two panels above. How quickly can you find them? Check your answers with those below.

Differences: 1. For sale sign is missing. 2. Sled is missing. 3. Cloud is missing. 4. Ice cubes are missing. 5. Dark cap is different. 6. Striped scarf is shorter.

Model Lesson Source #2

Supreme Court to decide if judge may reverse verdict

By LEE STRANGE
Globe-Democrat — Chicago Tribune
News Service

CHICAGO — A teen-age girl was waiting for a call that would inform her of the prison term meted out to two men whom a jury had found guilty of raping her.

Instead, the prosecutor brought unexpected news: The judge decided to overturn the jury's verdict and let the men go free.

"It can't be true!" the girl exclaimed, sobbing. "You've got to be kidding!"

But Lake County Circuit Judge John L. Hughes, saying he thought the case was "very borderline," dismissed charges against the men, Randy Van Cleve and Ronald Fields, former convicts.

Hughes' ruling sparked a furor in Lake County. Newspapers ran editorials with such headlines as "Justice Miscarried" and blasted that Hughes should be voted out of office. Several jurors wrote scathing letters to newspapers expressing outrage.

"WE WERE ALL terribly upset," said Frank Randall, a Lake Forest hearing coordinator who served as jury foreman. "The whole thing was a mockery; there was no basis for his second-guessing of us."

The community's outcry was predictable. Judges are usually aware that the rarely used action of overturning a jury's verdict (technically called entering a judgment of acquittal "non obstante veredicto") is one of the most controversial steps they can take.

Now, for the first time, the Illinois Supreme Court has agreed to decide whether judges have the power to take such action in criminal cases and, if they do, whether prosecutors then would have the right to appeal the judge's ruling to a higher court.

It took the jury 10 minutes to find Van Cleve and Fields guilty of unlawfully restraining and raping the 16-year-old girl in a Long Lake house June 1, 1978.

The girl testified that she went to the house to visit friends and didn't know that Van Cleve pulled her leash inside when she tried to leave.

MRS. MARY Fields grabbed her by the neck and choked her until she couldn't breath. She testified that both men later raped her in the bedroom, after which she put on some clothes, left some of her clothing behind, and ran to a friend's house.

A doctor who examined her in a hospital emergency room said she suffered neck marks that were consistent with being choked. A crime lab expert said physical evidence showed that she had engaged in sex.

Both defendants testified that the girl consented to having intercourse with them and that no force was used.

Despite the guilty verdict, Hughes found the defendants by saying he was "inclined to believe that the state has not sufficient corroborating evidence to warrant the finding of guilty."

Although Hughes said it was not his intention to "put my determination as to the credibility of witnesses before that of the jury," that's what prosecutors believe he did.

"The evidence amply supported the jury verdicts of guilty, and it is apparent that (Hughes) substituted his assessment of the witnesses' credibility for that of the jury without legal basis," the prosecutors told the Supreme Court.

"THE EVIDENCE portrayed irreconcilable versions of the incident, which forced a choice upon the jury," they added. "Once that determination was properly left to the jury, the court was without authority to overturn the decision."

The appeal is being pursued by the Lake County state's attorney's office, the Illinois attorney general's office and the [illegible] Attorneys Appellate Service Commission.

They contend that, despite ordinary decisions by state trial appellate courts, judges are prohibited from overturning jury verdicts in criminal cases.

They point out that the Code of Criminal Procedure gives judges the right to acquit defendants at the close of the prosecution's case or after all the evidence is presented, but does not empower judges to acquit defendants once a judge has found them guilty.

This is "in stark contrast" to the Civil Practice Act, which gives judges this power in civil cases, they said.

IF JUDGES have this power in criminal cases, they argued, prosecutors should be allowed to appeal those rulings to higher courts. The Supreme Court "has recognized the state's right to appeal from any judgment that has the substantial effect of dismissing the charges," they said.

In the federal court system, governmental appeals of such rulings have been held not to violate the constitutional ban against double jeopardy, they said.

Defense attorneys have not filed their formal response, but, in the Appellate Court, they successfully contended that it would be unconstitutional to allow prosecutors to appeal a judge's overturning of a jury verdict.

They also said that the Illinois Constitution provides that "after a trial on the merits in a criminal case, there shall be no appeal from a judgment of acquittal."

"The courts of this state have repeatedly held that (this provision) precludes a state appeal from any judgment, however labeled, which in substance represents a resolution of factual matters in favor of the defendant's innocence," they said.

Jennifer Rudolph, who represents the two defendants, said that prosecutors "have no (Appellate Court precedents) in their favor at all, as far as I can tell."

The Supreme Court is expected to resolve the issue this year. Some judges, including Richard Fitzgerald, presiding judge of Cook County Criminal Court, believe that important questions probably will be set, although he believes that judges have "an inherent power" to overturn jury verdicts that are "against the manifest weight of the evidence."

Model Lesson Source #3

Ask students to keep a notebook during the remainder of their study of the United States judicial system, clipping articles that pertain to various court cases. Under every court case ask students to indicate possible witnesses for that case, what evidence each witness might be able to provide, and why their testimony would be important for a fair and impartial trial. Encourage students to look for both civil and criminal cases.

Lesson Title:
Improving the Courts

Objectives:
After completing this lesson the students will be able to:
1. Recognize some specific problems of the courts and ways of remedying those problems.
2. Identify ways that citizens can be involved in improving the courts.

Materials:
A daily newspaper
Model lesson source #1—"Rent-A-Judge Offers Speedy, Discreet Trials," St. Louis Post-Dispatch, Sunday, October 26, 1980.
Model lesson source #2—"Clergyman is First Black Named to Panel Nominating City Judges," St. Louis Post-Dispatch, Wednesday, December 31, 1980.
Courts and Trials
The Rights and Responsibilities of Citizenship in a Free Society
Other law-related texts

NOTE: In a realistic law-related program, students see the problems as well as the strengths of the United States judicial system. Problems include overcrowded court dockets and lack of minority judges, to name a few.

Procedure:
1. Have students find an article related to improving the judicial system.
2. Have students read one of the articles. (See model lesson source #1 for example.)
3. Next, divide the class into two groups — one in favor of the proposed "Rent-A-Judge" and the other against. Have students try to develop as many arguments for their side as they can.
4. Hold a debate on the issue. (See "Rules for the Debate" below.)
5. Other issues appearing in the newspaper that might be debated include: the need for additional judges, videotaping of witnesses, smaller juries, and changes in jury selection procedure.
6. Have the students read an article about a citizen involved in improving the court system. (See model lesson source #2 for example.)
7. Have the students put themselves in the citizen's shoes by:
   a. Making a list of questions which the citizen feels he or she needs answered.
   b. Collecting the information the citizen needs in order to be an effective panel member.
8. Discuss how this article demonstrates the role of citizens being involved in improving the courts. What other ways can citizens assist in improving the courts?

RULES FOR THE DEBATE

1. A judge or panel of judges should decide which team wins the debate. The judge or judges keep score of how well each team argues its side of the debate according to debate rules.
2. A debater "For" the question begins with an argument in favor of having "**Rent-A-Judge**". If the argument is reasonable the judges give that team one point.
3. Then, a debater "Against" the question must speak directly against the argument that was just made. It is difficult not to bring up new information, but it is necessary to speak against the argument made by the other team. If the debater does this and it sounds reasonable the judges give that team one point.
4. Now, a debater on the "Against" side gets to raise a new argument. If it is reasonable, that member's team gets a point. Then, it is the turn of the other team to speak directly against the argument just made. This procedure continues until all the arguments have been raised and responded to.
5. No person on one team can do all the debating.

Reprinted with permission from Juvenile Problems and Law, Second Edition, West Publishing Company, 1980, p. 86.

Have students keep track of any articles that involve important changes in court procedures. Take one particular change and write a class letter to a judge asking how he or she thinks this policy would affect the courts and other questions that would help students to understand the ramifications of procedural change in the court.

'Rent-A-Judge' Offers Speedy, Discreet Trials

LOS ANGELES (AP) — For the going rate of $500 a day, Californians who want quick, discreet trials can rent retired judges to decide their cases wherever and whenever they want. The decision is as binding as any regular court judgment.

"Tonight Show" host Johnny Carson opted to have a private judge try his lawsuit against the National Broadcasting Co. last year. Carson wanted out of his long-term contract, but neither he nor NBC wanted a lot of publicity. They also didn't want to wait months for a court date.

The two sides hired retired Judge Parks Stilwell, who agreed not to tell reporters where the trial would be held. Eventually, NBC and Carson settled on a new contract without going to trial.

The unusual process is legally known as "general order of reference" and exists only in California, according to the American Bar Association.

It's been on the books since 1872 but wasn't used this way until 1976, when two Los Angeles lawyers, Hillel Chodos and Seth Hufstedler, were on opposite sides of a complex dispute between the operator of a medical-billing company and two other attorneys.

Chodos and Hufstedler (husband of Secretary of Education Shirley Hufstedler) interpreted the long dormant civil code subsection to permit what is now called the "rent-a-judge" system.

"We had a case that required a sophisticated judge and warranted prompt attention and privacy," Chodos said. "It also saved our clients five to 10 times the amount for legal fees."

Under the system, retired judges, who already receive pensions equal to 80 percent of their final salary after 20 years of service, charge about $100 an hour to hear a case. Fee payments are shared by both parties.

Litigants find judges by consulting a file, kept at most state superior courts, giving the names of retired judges interested in free-lance work.

The subsection — which applies only to civil cases — provides for a trial outside the system by a referee, usually a retired judge, who is selected by both parties in the case. Both sides must also agree to procedures for presentation of the case.

A petition is made to the appropriate court, which then signs a general order of reference allowing the case to be tried. The only document made public is the petition to seek a private trial and any judgment that results from it. The decision is subject to appeal, like any other judgment.

With a 70,000-case civil backlog in Los Angeles Superior Court alone, speed is one of the main reasons litigants opt for the rent-a-judge alternative.

"The median time to get to trial is about 50 months," said Richard Schauer, presiding Superior Court judge, who also noted that Los Angeles County is one of the most litigious areas in the country. "We are a county on wheels and accident cases tend to go to jury trials."

Lawyer Walter Weiss says the rent-a-judge system is quicker, cheaper and more convenient. "I find it very effective and it saves time and money in the long run because you don't waste time in the courthouse. Also you can try the case at different times, like during lunch hours or on weekends, in such places as the judge's office."

Another advantage is that litigants involved in complicated business or industrial cases can chose a retired jurist who is a specialist.

Two big criticisms consistently crop up. One, opponents claim the system benefits only those who can afford to spend $300 to $750 a day for a judge. Two, they say the procedure could encourage secret trials that are closed to the public and the press.

The system "doesn't seem to be morally wrong to me," said retired Judge William Levit. "Every time you take a case out of the court, another case is moving up the ladder."

"You are not taking anything away from the poor person and it doesn't hurt anyone," said retired Judge Eugene Sax.

Attorney Douglas Ring noted that the Sixth Amendment does not call for public civil trials, only public criminal trials.

"A civil case is viewed as between two private parties where a criminal trial ... (involves a) criminal charged with a crime against society," said Ring.

Model Lesson Source #1

Clergyman Is First Black Named To Panel Nominating City Judges

The Rev. Earl E. Nance Jr., a minister with the Greater Mount Carmel Baptist Church, 1617 North Euclid Avenue, has been appointed a member of the 22nd Circuit Judicial Commission by Gov. Joseph P. Teasdale.

Nance, 27, of 4205 West Sacramento Street, said he is the first black member of the five-man commission, which selects nominees for circuit judgeships in the city of St. Louis.

Several black groups had urged Teasdale in September to appoint a black person to the commission. The groups saw such an appointment as the first in a series of steps to try to gain more positions for blacks in the city's criminal-justice system.

The commission members meet to select a list of three candidates whenever a vacancy occurs on the St. Louis Circuit Court bench. The list then is sent to the governor, who appoints one of the candidates.

Nance, a former St. Louis Public School teacher, received a bachelor's degree in education from Harris-Stowe State College and a master's degree in English from Georgia State University in Atlanta. He is married, and he has a daughter.

Rev. Earl E. Nance Jr.

Nance's father, the Rev. Earl E. Nance Sr., is a former member of the St. Louis Board of Education.

Model Lesson Source #2

SOME THOUGHTS ON FREEDOM OF THE PRESS

NOTE: The following information provides some background on freedom of the press which you might find useful. Additional resources on free press are included in the "Additional Law-Related Texts and Resources" found at the back of the guide.

> *"Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof, or abridging freedom of speech, or of the press; or the right of a free people to peaceably assemble, and to petition the Government for a redress of grievances."*

The concept of "free press" appears in the First Amendment to the United States Constitution and is part of the Bill of Rights. The notion of a free press can be traced back to English common law on which our legal system is based.

The framers of the U. S. Constitution intended to provide the press with broad freedom. This freedom is necessary to a strong, independent press which provides the people with a way of knowing what is happening in their country. The press subjects all of our legal and political institutions to public scrutiny and criticism. A free press informs citizens so that they may make political decisions more intelligently. Questions like "Should taxes be higher or lower?", "Do we need to increase military preparedness?", and "Does the government have the obligation to provide social services for needy people?" are all brought out in the newspaper.

The First Amendment's guarantee of freedom of the press protects against the government's denying citizens information from print media (newspapers, magazines, and books) and electronic media (radio, television, and film). Freedom of the press is as critical as due process of law, electing our representatives, and other basic freedoms. Traditionally, courts have been defenders of freedom of the press. For example, in 1966 the Supreme Court said that "justice cannot survive behind walls of silence" in emphasizing our system's distrust of secret trials.

If the press were controlled by a special interest (for example, the government), the press would then become a propaganda organ of that special interest group. Very soon a controlled press would disseminate only the information or opinions that the controlling group wanted released. When this happens, the public learns only what the leader of the group in control wants it to know. That is why the American press fights hard not to be controlled by governments, the courts, or anyone else.

Historically the idea of public trials developed early. If the public were kept out, no one would know if the accused had a fair trial. As the country grew, it soon became impossible for all the people to be at a trial. Press reporting of the trial then became important to making this information available to the public.

This broad freedom sometimes conflicts with other Bill of Rights protections, such as a defendant's right to a fair trial or a citizen's right to privacy. Among the questions that arise are "When can the government prevent the press from obtaining and/or publishing certain information?", "When can the government force the press to disclose information it has or the source of that information?", and "Should freedom of the press be limited in special settings?".

Assistance for this was provided by Evarts A. Graham, Contributing Editor, the St. Louis Post-Dispatch, Street Law, Second Edition, The Idea of Liberty, and the American Newspapers Publishers Association.

Lesson Title:
Freedom of the Press

Objectives:
After completing this lesson, the students will be able to:
1. Examine and identify free press issues as they appear in the daily newspaper.
2. Understand, by engaging in a role play situation, the need for a free press.
3. Understand, by engaging in a role play situation, the court's point of view in regard to freedom of the press.
4. Discuss whether the constitutional right to a free press should ever be limited or denied.

Materials:
A daily newspaper
Model lesson source #1 — "Reporter's Appeal Rejected," St. Louis Post-Dispatch, Tuesday, January 20, 1981.
Model lesson source #2 — "Jailing a Reporter First?", St. Louis Post-Dispatch, Thursday, January 22, 1981.
Courts and Trials, Second Edition
The Rights and Responsibilities of Citizenship in a Free Society (See "The Bill of Rights in Criminal Cases" and "The Bill of Rights and Individual Civil Liberties" in the appendix for example.)
Other law-related texts
NOTE: Before beginning this lesson, the students should have a basic understanding of the origins and history of freedom of the press in American history. (For additional materials on this issue, see the resource list at the back of this guide.)

Procedure:
1. Have the students look through the daily newspaper for articles that deal with a conflict between freedom of the press and some other basic freedom.
2. Put the headlines of these articles on the chalkboard, and have the students try to figure out what the main idea of the article might be.
3. Next, select one article, and have the students read it. (See model lesson source #1 on the next page for example.)
4. After reading the article, have the students discuss the following:
   a. What freedoms come into conflict?
   b. Why do these freedoms come into conflict?

NOTE: Many times when an article on free press appears in the daily newspaper, the editors will also write an editorial relating to that free press issue in the article. The editorial states the newspaper's opinion on this issue.

5. Have students look through the newspaper to find an editorial relating to freedom of the press. (See model lesson source #2 on page 57 for example.)
6. Using the editorial, have the students discuss:
   a. What is the newspaper's opinion on the free press issue?
   b. How might other newspapers view this free press issue?

Model Script:
Student Reporter:
What newspaper do you work for?
Jan Schaffer:
I work for the Philadelphia Inquirer.
Student Reporter:
What do you do?
Jan Schaffer:
I am a reporter. It is my job to gather information and write factual accounts of what's going on so the public is informed.
Student Reporter:
(Question is directed to the judge.)
What do you do?
Judge:
I am a judge. It is my job to hear and decide legal cases, and to make certain that legal procedures are followed. (See Courts and Trials, Second Edition, page 129.)
Student Reporter:
Ms. Schaffer, why didn't you tell the judge what he wanted to know?
Jan Schaffer:
I didn't tell the judge, because I feel that I am obligated to protect my sources — those people who give me information.
Student Reporter:
Why is it important for you to protect the identity of the people who talk to you and give you information?
Jan Schaffer:
Because, if I betray their trust, they would stop talking to me as a reporter. If that were to happen, reporters might not have the necessary information they need to write a story based on facts. Sometimes, reporters may be able to find the same information after digging — going to other people and resources. But often in newspapers like ours, there is no time for the luxury of extra digging because of deadlines. So, if a source is afraid of talking because someone might discover his or her identity, it could mean that the story will be delayed or maybe even lost.
Student Reporter:
Ms. Schaffer, could you explain in more detail why sources might be reluctant to talk if people knew their identity?
Jan Schaffer:
People sometimes are afraid to talk because they fear that they will be misquoted in the newspaper. This means they think the reporter will change the words they say and make the story have a different meaning. Also, sources might be telling reporters confidential information about their job, about the government, or about a school district. Once the story appears, there is also the threat of raising controversy that could put the source in a position where someone would want to get back at them or retaliate against them. For example, if they leak that information and someone traces it back to them, they could be reprimanded or even face the loss of their job.
Student Reporter:
Your Honor, you have been listening to Ms. Schaffer's answers. Do you feel she has the right to protect her sources?

Judge:
Yes, but she can protect her sources only to a certain extent. Let me explain. As recently as 25 years ago, the courts rarely challenged the right of a reporter not to reveal sources, but that trend is changing. The right of the press to be protected by the First Amendment is no longer automatic, and it is not so unusual for a reporter to be forced by the courts to reveal his or her sources. In addition, the United States Supreme Court — the highest court of appeal in the country — does not automatically hear appeals from lower courts. The Supreme Court Justices only have time to hear a small percentage of the many cases that are submitted. Ms. Schaffer's case was one of the thousands that the Justices reviewed

but decided not to hear. As a result, Ms. Schaffer's case was sent back to my district court where, I, as the judge will decide whether Ms. Schaffer will serve six months for failing to disclose her sources. As the judge, I could shorten the sentence.

Student Reporter:
How do you decide what to do?

Judge:
Every judge has his or her own viewpoints and approaches this issue with a different perspective. But, typically, a judge considers several factors before reaching a decision on whether a reporter should reveal his or her sources. I would also consider whether the reporter is holding back evidence that is crucial to the court's ability to fairly decide the innocence or guilt of the defendant. The United States Constitution says that a defendant has a right to confront witnesses in a trial. Sometimes, the decision involves a juggling act of sorts. For example, in deciding whether to force Ms. Schaffer to disclose how she obtained her information I would at the same time consider whether the defendant's right to receive a fair and just trial will be jeopardized if this information is withheld. In some cases, I will not press a reporter to reveal a source if the same information is available to the court in another way. However, if I considered Ms. Schaffer to be the only person able to share this information with the court, then that element plays a key part in my decision.

Student Reporter:
Are there any other factors a judge might consider?

Judge:
Yes, another factor that I could consider is how did the reporter get the information. There is no hard and fast rule on this factor. If, for example, a reporter obtained the information from government sources such as the police, then the court may demand the source be disclosed. But in other cases, I may allow the reporter to protect the identity of his or her sources.

Student Reporter:
Thank you, Your Honor and Ms. Schaffer, for agreeing to this most interesting interview. I will take your comments back to my class for discussion.

**Assistance for this script was provided by Phyllis Brasch, reporter, St. Louis Post-Dispatch, Jim Fox, Metropolitan Editor, St. Louis Post-Dispatch, and Judge Clyde S. Cahill, United States District Court.*

Students might want to go into further depth in the study of freedom of the press.

- **a.** A more research-oriented activity is to have the students develop a script on a free press issue found in the newspaper. (See model lesson source #1 for example.) The script that follows is an example of such and takes the form of a student reporter interviewing a judge and a newspaper reporter.
- **b.** Have students act out the script.
- **c.** After performing the script, have the students discuss what they feel are the most important points brought out by the judge and the reporter.

Reporter's Appeal Rejected

Compiled From News Services

WASHINGTON — The Supreme Court today refused to spare a Philadelphia newspaper reporter from spending six months in jail for refusing to disclose her sources.

The justices, without comment, turned down an appeal from Jan Schaffer of The Philadelphia Inquirer, who was first in reporting that three Philadelphia city councilmen were implicated in the FBI's "Abscam" investigation.

Ms. Schaffer, who was cited for contempt of court when she refused to testify about how she obtained the information, soon may be behind bars.

Her fate now is up to the federal judge who issued the contempt order. He likely will be asked to drop or lessen the sentence.

In other action, the justices:

— Left intact a ruling that could limit greatly the immunity that Indian tribes enjoy from civil rights litigation.

The court refused to review a 10th U.S. Circuit Court of Appeals ruling that allowed such a suit to be brought against the Shoshone and Arapaho tribes of the Wind River Indian Reservation in Wyoming.

— Refused to review rulings that a Mexican-American working in Texas was not a victim of discrimination when he was fired from his job for speaking Spanish to a fellow employee.

— Agreed to decide whether the United Mine Workers broke the law by trying to force a Wyoming coal company to join a multiemployer pension and welfare trust fund. The justices will review a ruling by the 3rd U.S. Circuit Court of Appeals that such action violates federal labor law.

— Refused to consider whether airline pilots have the right to refuse to work in support of a strike by flight attendants on the same airline.

Model Lesson Source #1

Jailing A Reporter First?

The U.S. Supreme Court's refusal to hear an appeal from a contempt conviction of a reporter in Philadelphia may mean that a journalist will be the first and only person in jail in connection with the Philadelphia Abscam cases. Reporter Jan Schaffer of The Philadelphia Inquirer was convicted of civil contempt and sentenced to six months in prison by U.S. District Judge John P. Fullam after she refused to testify about whether she had discussed the Abscam investigations with Peter Vaira, U.S. attorney in Philadelphia. Since Mr. Vaira had already testified that he spoke to Ms. Schaffer about the cases, the judge's action seems to be solely a move to punish the reporter for refusing to talk.

So far, seven Philadelphia area defendants, including two U.S. House members, have been convicted in Abscam cases in which they were offered money by FBI undercover agents posing as representatives of wealthy Arabs seeking political favors. But two of the convictions were set aside by Judge Fullam on grounds that the government had entrapped the defendants. And the other defendants are all free while their convictions are being appealed. This means that the only person facing imminent imprisonment is a reporter who was trying to keep the public informed.

Ms. Schaffer's imprisonmnet could be delayed by a new federal court hearing, which her lawyer will seek. But the outlook is not promising, since federal courts have not been inclined to recognize the claim she is advancing — that reporters have a constitutional right to protect the confidentiality of their news sources. Still, in her case, the imposition of a jail sentence would serve no purpose other than to demonstrate judicial power over the press.

Model Lesson Source #2

Lesson Title:

Free Press/Fair Trial

Objectives:

After completing this lesson, the students will be able to:

1. Examine and identify free press/fair trial issues as they appear in different sections of the daily newspaper.
2. List reasons for a free press in a democracy.
3. Identify what makes a fair trial in the United States judicial system.
4. Discuss that sometimes the media's right to be free conflicts with a person's right to a fair trial.
5. Discuss whether the constitutional right to a free press should ever be limited or denied.

Materials:

A daily newspaper
Model lesson source #1 — "Court Refuses to Ban Coverage of Criminal Trials by TV, Radio," St. Louis Post-Dispatch, Monday, January 26, 1981.
Model lesson source #2 — Collage
Model lesson source #3 — "Cameras Still Barred from State Courts," St. Louis Globe-Democrat, Wednesday, May 6, 1981.
Model lesson source #4 — "Camera Ban Pleases Judges, Keeps Journalists Plugging," St. Louis Post-Dispatch, Thursday, May 7, 1981.
Courts and Trials, Second Edition
The Rights and Responsibilities of Citizenship in a Free Society
Other law-related texts

NOTE: Before beginning this lesson, it is suggested that the concept of free press/fair trial be introduced through handouts, films, filmstrips, etc. (An excellent film is "Free Press/Fair Trial: Sam Sheppard Case", Our Living Bill of Rights Series, from the Encyclopedia Brittanica Educational Corporation. This film is presently available from the St. Louis Public Schools and the Missouri Bar.)

Procedure:

1. Before beginning this lesson, have students brainstorm reasons for a free press in a democracy and what factors make up a fair trial.
2. List the answers on the chalkboard. (See chart below for example.) Leave the chart on the chalkboard to refer to while doing this lesson.

Free Press	Fair Trial

NOTE: This activity is designed so that studenis may add to the list as the lesson progresses. You might want to assist them by making sure the fair trial list includes the right to confront witnesses, the appeal process, the right to a jury trial, etc. Reading through the first fourteen amendments to the United States Constitution might aid you in developing this list.

3. Have the students look through the newspaper to find an example of a free press/fair trial issue.
4. Select one (see model lesson source #1 on next page) and have students read it carefully.
5. Have the students break into groups and brainstorm reasons why the legal profession might oppose cameras and radios in the courtroom and why the media supports cameras and radios in the courtroom. (See chart below for example.)

SAMPLE REASONS

LEGAL PROFESSION

a. Witnesses, judges, attorneys might work more on impressing viewers than telling the truth.
b. Having cameras there might interfere with lawyers', judges', witnesses', etc., ability to concentrate.
c. Camera technicians might get in the way.
d. Other

MEDIA

a. The media has a constitutional right to inform the public. The public has the right to know.
b. The public will learn how the judicial system really works.
c. The public will see that criminals are prosecuted.
d. Other

6. Have students read a second article dealing with a current controversial trial. (See model lesson source collage #2 on page 59 for example.)
7. After reading the article, assign the students one of the seven different roles involved in a court procedure (see list below), and describe in writing how they would feel in this particular role if there were cameras in their courtroom.
   a. judge
   b. defendant
   c. prosecuting attorney
   d. defense attorney
   e. witness
   f. juror
   g. media representative
8. Have the class listen to the descriptions representing each of the seven roles, and decide if they would allow cameras in the courtroom.

Court Refuses To Ban Coverage Of Criminal Trials By TV, Radio

By William Freivogel
Post-Dispatch Washington Bureau

WASHINGTON — The Supreme Court ruled unanimously today that state courts may permit television, radio and photographic coverage of criminal trials.

The justices acted in a case involving Florida's practice of permitting television coverage of criminal trials.

The decision revives a year-old proposal by the Missouri Bar that coverage by the electronic media be permitted in Missouri appeals courts for one year on an experimental basis.

The Missouri Supreme Court had delayed consideration of that recommendation until the Supreme Court ruled in the case decided today.

Thomas Simon, clerk of the Missouri Supreme Court, said today that the court would take up the bar's recommendation.

The opinion in today's case was written by Chief Justice Warren E. Burger, who said that although the Supreme Court had placed no "absolute ban" on cameras in the courtroom, the tribunal was neither endorsing nor invalidating Florida's practice.

"An absolute constitutional ban on broadcast coverage of trials cannot be justified simply because there is a danger that, in some cases, prejudicial broadcast accounts of pretrial and trial events may impair the ability of jurors to decide the issue of guilt or innocence uninfluenced by extraneous matter," Burger wrote.

Florida pioneered electronic coverage of court proceedings, allowing it at all trial levels beginning in July 1977. After a one-year test period, the state's Supreme Court approved permanent coverage in an April 1979 ruling.

The U.S. Supreme Court today affirmed the state court's refusal to hear a challenge to the rule by two former Miami Beach policemen. Justice John Paul Stevens did not take part in today's decision.

The policemen were convicted of robbing a restaurant in May 1977. They appealed their seven-year sentences on the ground that television coverage had denied them their right to a fair trial.

The policemen — and the American College of Trial Lawyers, which supported them — relied on a 1965 Supreme Court case in which the conviction of financier Billie Sol Estes was overturned because of news media coverage.

Twenty-one states permit audio-visual coverage of criminal trials.

In his opinion, Burger said that each case had to be considered on its own. Defendants must show that the coverage prejudiced the jury. And to do that, Burger said, they "must show something more than juror awareness that the trial is such as to attract the attention of broadcasters," thus rejecting the policemen's argument that the television coverage was "inherently" prejudicial. Justices Byron R. White and Potter Stewart, in separate opinions, said that they thought the Estes decision 16 years ago had set down an absolute ban on such coverage but that they were willing to overturn that decision.

In the Estes case, the Supreme Court ruled 5-4 that the extensive news media coverage of the trial of the onetime aide to former President Lyndon B. Johnson had prejudiced the jury.

Four members of the majority said that coverage by the electronic media was "inherently a denial of due process." The position of the fifth member of the majority, former Justice John Harlan, was less clear.

Burger wrote today that Harlan did not appear to agree that coverage was inherently unconstitutional. Therefore, he said, the court was not overruling the Estes case.

Stewart and White had been in the minority in the Estes case.

Burger noted that the electronic media were in their "relative infancy" in 1964 and said that recent advances permitted them to be less obtrusive.

The case attracted broad interest. Fifteen news organizations had filed friend-of-the-court briefs in favor of upholding Florida's rules. The conference of Chief Justices of State Supreme Courts told the court that it favored permitting the states to experiment with electronic media coverage.

On the other side were several public defender and defense attorney organizations that said they were concerned that "displaying the accused on television ... will act to permanently stain the reputation of the accused and forever cause that shame to be upon the individual's family."

The Missouri Bar's recommendation for a limited experiment in television and radio coverage of state appeals courts was made about a year ago.

It would not go as far as the Florida plan. It would not permit coverage of trials. Nor would it permit coverage of appeals court proceedings if the defendant objected.

The proposed rule would only permit such coverage if the electronic media applied for permission 30 days in advance and the court agreed. The court would set the rules for where cameras would be set up and how many people would be permitted to man them.

Model Lesson Source #1

Accused Killer Describes Shooting Of 'Diet Doctor'

WHITE PLAINS, N.Y. (UPI) — Jean Harris said today that she thought she could account for all the shots that fatally wounded Herman Tarnower, the "Scarsdale Diet" doctor.

Mrs. Harris, who said Thursday that she could not account for two of the four shots that struck the doctor, said today that all the shots must have occurred as she and Tarnower were lying on the bed struggling over the gun.

Mrs. Harris said she did not know until after she was arrested that Tarnower had been shot in parts of the body other than the hand.

"As hard as it is to believe, I didn't know," she said.

Mrs. Harris also was asked her feelings about Tarnower's relationship with Lynne Tryforos, his medical assistant.

"Actually I thought it denigrated Hy, but then I thought that the book did too, so maybe I was wrong," she said, referring to Tarnower's best-selling "Complete Scarsdale Medical Diet."

"I think it depressed me to see Hy less (of a man) than I thought he was," she said of Tarnower's relationship with Mrs. Tryforos.

Mrs. Harris told the jurors Thursday that she begged the wealthy cardiologist to let her talk with him the night he was killed. She said she drove from Virginia to his mansion with the intention of killing herself and having her ashes scattered among daffodils beside a duck pond on his property.

Mrs. Harris, 57, said she made a new will and wrote a letter resigning her job as headmistress of the Madeira School in McLean, Va. And then she called Tarnower, her lover of 14 years, on the telephone.

He told her that a visit would be "inconvenient," but relented finally and said, "Suit yourself," Mrs. Harris testified.

She said that when she reached his residence in Purchase, N.Y., the lights were off and Tarnower told her that he wanted to sleep. She said she was "hurt and frustrated because the script wasn't working out the way it was supposed to."

She said she saw a green negligee belonging to Mrs. Tryforos in his bedroom. She said she began throwing the other woman's belongings around the room, startling the sleeping Tarnower.

"His arm swung out and he hit me across the face," she testified. Mrs. Harris said she threw something else, and he hit her again.

She said she then went for the gun, but Tarnower put his hand on it just as it fired. "Jesus, look what you did," she said the doctor exclaimed, looking at a bullet hole in his hand.

As he went to the bathroom, she looked for the gun, which had fallen, and tried to shoot herself, but the doctor jumped at her and grabbed the gun, saying, "Get out of here — you're crazy," Mrs. Harris testified.

He went to call the servants on the intercom, but she grabbed the gun again. She said, "Hy lunged forward," and they struggled. She said she felt the gun against her stomach and pulled the trigger, believing she shot herself — not Tarnower.

"I thought, 'My God, that didn't hurt at all, I should have done this much sooner.' And then Hy fell back on his knees between the beds," she said. "I never intended to hurt him — never in 14 years."

Prosecutor Says Engleman Killed 'In Bunches'

By Becky McReynolds
Of the Post-Dispatch Staff

"HERMANN, Mo. — While the prosecutor described south St. Louis dentist Glennon E. Engleman as a "cold-blooded" murderer who "kills in bunches," Engleman Tuesday was telling reporters that he prescribed "more pain killers than any other dentist in St. Louis" because he didn't want "people leaving my office in pain."

He also said he had performed many abortions "for my very good friends."

Engleman, 53, is facing the death penalty on a capital murder charge in the bombing death of Sophie Marie Barrera of St. Louis. During breaks in the trial, he frequently talks with reporters.

Engleman said that while practicing as a dentist, he prescribed strong doses of pain killers for his patients.

"I'm a better than average dentist, and I don't believe in people leaving my office in pain," he said.

Engleman said that he strongly favors abortion and that he thought "the worst thing was an unwanted child" [illegible] he believes

He has been serving a life sentence for his conviction in September for the killing of Peter J. Halm Jr. of Kirkwood.

Attorneys spent Tuesday morning reviewing transcripts of tape recordings to be played during the trial. Engleman's ex-wife, Ruth, made the secret tapes of conversations with Engleman. St. Louis Assistant Circuit Attorney Thomas E. Dittmeier said Mrs. Engleman went to authorities after the Barrera bombing because she was frightened.

Engleman's attorney, Richard B. Dempsey, tried unsuccessfully to exclude a tape of a conversation in which Engleman and his ex-wife discussed the 1976 Halm killing. Dempsey said the conversation was unrelated to the Barrera case. But Dittmeier argued that the state should not be penalized in presenting its evidence "because this guy kills in bunches."

Dempsey objected to many sections of the tapes where Engleman used derogatory racial and ethnic language. Dempsey said those parts were [illegible]

In his opening statement, Dittmeier said the evidence would show that the bombing death of Mrs. Barrera was "as cold-blooded a murder as you can imagine." He said Mrs. Barrera was killed after deciding to pursue a suit against Engleman, who allegedly owed $14,304 to Mrs. Barrera's dental laboratory.

Mrs. Barrera, 59, was killed Jan. 14, 1980, when her automobile exploded as she was driving away from her laboratory at 3008 South Grand Boulevard.

An attorney for Mrs. Barrera, William Gartenberg, testified Tuesday night that he made many attempts to collect the debt plus interest from Engleman. A court judgment was entered in Mrs. Barrera's favor March 9, 1979, Gartenberg said. That was 11 days before a bomb caused minor damage to Mrs. Barrera's home at 4341 Hartford Street. She was not injured in that blast.

Gartenberg said another court hearing regarding the debt was set for Jan. 21, 1980. Mrs. Barrera was killed a week before that.

[illegible]

Gartenberg repeated each time: "Not to the best of my knowledge."

Gartenberg testified that he talked to Mrs. Barrera the day of the March explosion and that she was "very excited." He said he called an attorney for Engleman the next day and told him that Mrs. Barrera would settle the suit on any terms.

Earlier, Mrs. Barrera's son, Fred D. Barrera, testified that his mother was "quite upset, very emotionally high-strung" the day of the March bombing. He told also of arriving at the scene of the January bombing. "I observed a blown-up car and portions of my mother scattered over a block," he said.

Vincent Day, a delivery man for Mrs. Barrera, regularly drove the automobile that exploded. He testified that he was at a store a few blocks away from the lab when he learned of the blast. A woman friend, who was with him, said, "Oh my God, they got Marie," he testified.

Dittmeier asked Day who "they" were. But Engleman's attorney [illegible] that for Dav[illegible]

Model Lesson Source Collage #2

Cameras still barred from state courts

By TIM FLACH
and BARBARA SCHECHTER
Globe-Democrat Staff Writers

The Missouri Supreme Court refused to extend a welcome mat to cameras in state courtrooms, and its decision to stick with its longstanding ban was predictably praised by court officials and criticized by journalists.

The state high court, although not unanimous in its decision, voted Tuesday to retain its rule against televising or photographing courtroom proceedings. The action came four months after the U.S. Supreme Court ruled that states were free to permit television and still-photography coverage of criminal trials.

The Missouri Bar had asked the state Supreme Court to allow cameras in appellate courts — not criminal courts — on a one-year trial basis.

The state's high court voted to keep its overall ban. The decision was issued without a breakdown of the vote, a departure from usual practice.

JUDGE Robert T. Donnelly, who will take over as chief justice in July, said the issue probably won't be reconsidered until the court sees what legal problems, if any, occur in other states without the ban.

Chief Justice John E. Bardgett said he personally favored the bar proposal. "My belief has been I see nothing wrong at all with the experimental period in appellate courts only," Bardgett said.

Paul Denk, president of the St. Louis Bar Association, said he had mixed feeling about cameras in courtrooms but did not believe it would cause many problems at the appellate court level.

Missouri journalists expressed disappointment at the court's unwillingness to ease the ban. The one-year test "could show that there would be no disruption in the flow of justice," said Robert A. Priddy, head of the Open Courtroom Committee of the Missouri Radio-Television Association.

THE DECISION dealt a major setback to a four-year attempt by Missouri broadcasters to reach an agreement with the Supreme Court over the issue.

A court survey of the state's

Model Lesson Source #3

1. Invite a lawyer and member of the media to class to assist students in a debate of this topic.
2. Have students research what their state supreme court's decision is on cameras in the courtroom and the court's reason for this decision. (See model lesson source #3 and #4 for example.)

Camera Ban Pleases Judges, Keeps Journalists Plugging

By Charlotte Grimes
Of the Post-Dispatch Staff

Missouri broadcast journalists say they will continue to seek permission to broadcast courtroom proceedings despite a decision Tuesday by the state Supreme Court to maintain its traditional ban on microphones and cameras in state courts.

But the decision was greeted with relief by judges whose courtrooms a change would have affected.

"I was disappointed and a little surprised that the Supreme Court wouldn't agree to experiment with the idea, since there is growing use of cameras and electronic equipment in other states' courts," said Robert A. Priddy, a broadcast journalist in Jefferson City and head of the Open Door Committee of the Missouri Radio and Television Association.

The association, he said, will try again to work with the legal profession to open the courts. The proposal that was rejected asked for a one-year experiment in the appeals courts, where arguments are made only before judges.

As many as 20 states, including neighboring Kansas, give access to cameras and recorders. The U.S. Supreme Court four months ago ruled in a Florida case that states can allow broadcasting even if defendants object.

The Missouri Supreme Court, in rejecting the proposal, apparently considered a poll last year of appellate court judges that was heavily against the cameras and microphones or recorders.

When he polled the 13 judges for the Court of Appeals in St. Louis, Chief Judge John J. Kelly Jr. said, "Only one showed any inclination to letting them do it, and even he has reservations."

Kelly said the concern focuses on the way film and tape might be edited. "Unless an entire argument is reproduced, you could get a distorted view of what's going on," he said. "I'm opposed to picking and choosing what to show."

Appellate Court Judge Gerald M. Smith, the judge cited by Kelly, described himself as ambivalent about the concept of broadcasting court proceedings. Smith is a journalism graduate of the University of Missouri at Columbia. He said his chief reservations were the editing and the potential effect of a mass audience on a lawyer's performance.

"If it's important enough to broadcast part of it, it's important enough to broadcast all," said Smith.

The news directors for St. Louis television stations KTVI, KSDK and KMOX-TV, expressed dismay with the judges' reasoning, disagreeing most vehemently on the editing issue.

"Roughly half of the states in this country in recent years have adopted policies that allow the electronic press into courtrooms," said Rabun Matthews, news director at KTVI, Channel 2. "And it's been proven time and again that their influence is not disruptive. It just seems a shame that Missouri seems to be latest on being one of the last to do this."

George Neary, news director of KSDK, Channel 5, said, "Primarily the issue is that the public has a right to know. Judges are just going to have to trust us on the basis of our past performance, which I think has been excellent."

Fred Burrows at KMOX-TV, Channel 4, said, "It was an opportunity to see if it does work without too much jeopardy to the judicial system, to do something that might be to the advantage of the public, who are the ones getting shortchanged."

Model Lesson Source #4

ADDITIONAL LAW-RELATED TEXTS AND RESOURCES

American Bar Association's Special Committee on Youth Education for Citizenship, ***UPDATE MAGAZINE,*** 1155 East 60th Street, Chicago, IL 60637. Published three times a year.

Arbetman, Lee, McMahon, Edward and O'Brien, Edward, ***STREET LAW: A COURSE IN PRACTICAL LAW, SECOND EDITION,*** West Publishing Company, St. Paul, MN, 1980.

Chicago Street Law Project, ***ILLINOIS STREET LAW AND LAW IN ACTION SUPPLEMENTS,*** Loyola University School of Law, #1 East Pearson Street, Chicago, IL 60611.

Constitutional Rights Foundation, ***BILL OF RIGHTS NEWSLETTER,*** 6310 San Vicente Boulevard, Suite 402, Los Angeles, CA 90048. Published four times a year.

Constitutional Rights Foundation, ***CIVIL JUSTICE,*** Scholastic Books, 1978.

Constitutional Rights Foundation, ***CRIMINAL JUSTICE,*** Scholastic Books, 1978.

Gerlach, Ronald and Lamprecht, Lynne, ***TEACHING ABOUT THE LAW,*** W. H. Anderson and Company, 19.'5.

Gifis, Steven, ***LAW DICTIONARY,*** Barron's Educational Series, 1975.

Institute for Political and Legal Education, ***FAIR TRIAL VS FREE PRESS,*** 1975, 207 Delsea Drive, R.D. #4, Box 209, Sewell, NJ 08080.

Law in Action National Office, ***LAW IN ACTION NEWSLETTER,*** 393 North Euclid Avenue, St. Louis, MO 63108. Published three times a year.

Law in a Free Society, ***CONCEPTS OF AUTHORITY, PRIVACY, JUSTICE*** and others, 5115 Douglas Fir Drive, Suite 1, Calabasas, CA 91302.

Missouri Bar and Missouri Department of Elementary and Secondary Education, ***THE RIGHTS AND RESPONSIBILITIES OF CITIZENSHIP IN A FREE SOCIETY,*** A Curriculum Guide for K-12, Missouri Bar, 326 Monroe Street, Jefferson City, MO. 65101.

Orion, Daniel, ***LAW DICTIONARY FOR NON-LAWYERS,*** West Publishing Company, 1975.

Riekes, Linda and Ackerly, Sally, ***LAW IN ACTION SERIES, SECOND EDITIONS,*** West Publishing Company, 1980. Consists of four titles: ***LAWMAKING, COURTS AND TRIALS, JUVENILE PROBLEMS AND LAW,*** and ***YOUNG CONSUMERS.***

Starr, Isidore, ***THE IDEA OF LIBERTY, 1978, JUSTICE: DUE PROCESS OF LAW, 1981,*** West Publishing Company.

The following pamphlets are available free from the Missouri Bar in reasonable quantities for classroom use. (See Missouri Bar address above.)

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